









## Location:

200-acre campus, at the intersection of Valley Road and Normal Avenue, Upper Montclair, New Jersey (Essex County), one mile south of intersection of Valley Road and Route 46. Main entrance on Normal Avenue.

## Degrees Offered:

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, and Master of Science.

## Facilities:

Ten major academic buildings, student center building, library, gymnasium, playing fields, administration building, and housing for 1,989 students in residence halls and apartments. A new academic building and additions to the library and Fine and Performing Arts buildings have recently been completed and several renovations are now underway.

## Telephone Numbers:

Graduate Studies Office ..... (201) 655-5147  
(800) 331-9207  
Montclair State Main Numbers ..... (201) 655-4000  
(800) 624-7780  
Financial Aid ..... (201) 655-4461  
Registrar ..... (201) 655-4136  
Revenue Office (Student Accounts) .... (201) 655-4471  
For other telephone numbers, see Directory (Graduate Advisors, Certificate/Certification Advisors, and Chairpersons/Directors) in the back of this catalog.

## Tuition and Fees:

Graduate tuition and fees is \$172.50 per credit for New Jersey residents, and \$214.50 per credit for non-residents of New Jersey. *Tuition and fees are subject to change at any time.*

Montclair State University is an Equal Opportunity/Affirmative Action Institution. In compliance with relevant federal and state civil rights legislation, the University does not discriminate on the basis of gender, race, color, religion, national origin, age, sexual orientation, or physical capability in the operation of its educational program or activities: admission, access to programs and course offerings, competitive and intramural athletics, counseling, student and other employment, use of facilities, and University sponsored extracurricular activities.

Inquires relating to equal opportunity/affirmative action issues may be directed to the offices of Equal Opportunity/Affirmative Action or Student Development and Campus Life.

The Graduate Catalog of Montclair State is published biennially and presents announcements of general information, general academic regulations, and the academic program extant at the date of publication. The University reserves the right to change any of its announcements, regulations or requirements at any time without notice or obligation. The Office of the Provost and Vice President for Academic Affairs is responsible for the preparation of the content of this publication.



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**MONTCLAIR  
STATE  
UNIVERSITY**

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**MONTCLAIR STATE UNIVERSITY  
UPPER MONTCLAIR, NJ 07043**

June 1995

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# GRADUATE DEGREES OFFERED\*\*

## BACHELOR OF ARTS/MASTER OF ARTS

Practical Anthropology

## MASTER OF ARTS

Administration and Supervision

\*Educator Trainer (Training Personnel)

Applied Linguistics

Applied Sociology

Business Education

Communication Sciences and Disorders

\*Early Childhood Special Education

\*Learning Disabilities

\*Speech-Language Pathology

Counseling, Human Services and Guidance

\*Human Services

Educational Psychology

English and Comparative Literature

Environmental Studies

\*Environmental Education

\*Environmental Health

\*Environmental Management

\*Environmental Science

Fine Arts

\*Art History

\*Studio

French

Health Education

Home Economics

\*Family Life Education

\*Family Relations/Child Development

\*Home Economics Education

\*Home Management/Consumer Economics

\*Nutrition Education

Legal Studies

\*Dispute Resolution

\*Law Office Management and Technology

Music

\*Music Education

\*Performance

\*Theory Composition

Physical Education

\*Coaching and Sports Administration

\*Exercise Sciences

\* Area of Concentration

\*\* Please refer to the index for page numbers on specific programs.



- \*Teaching and Administration of Physical Education
- Psychology
  - \*Clinical Psychology for Spanish-English Bilinguals
  - \*Industrial and Organizational Psychology
- Reading
- Social Sciences
  - \*Anthropology
  - \*Economics
  - \*History
  - \*Sociology
- Spanish
- Speech and Theatre
  - \*Communication Arts
  - \*Theatre
- Technology Education

## MASTER OF ARTS IN TEACHING

Teaching

## MASTER OF BUSINESS ADMINISTRATION

Business Administration

- \*Accounting
- \*Business Economics
- \*Finance
- \*Management
- \*Marketing
- \*Quantitative Analysis

## MASTER OF EDUCATION

Education

- \*Critical Thinking
- \*Philosophy for Children

## MASTER OF SCIENCE

Biology

Chemistry

Computer Science
 

- \*Applied Mathematics
- \*Applied Statistics

Geoscience

Mathematics
 

- \*Computer Science
- \*Mathematics Education
- \*Pure and Applied Mathematics
- \*Statistics

Statistics

\* *Area of Concentration*  
 \*\* *Please refer to the index for page numbers on specific programs.*

# ACADEMIC CALENDAR\*

1995-1996

## Fall Semester

Opening Day (No Classes)	September 1	
Labor Day Holiday (No Classes)	September 2-4	
Classes Begin	September 5	
Convocation Day (No Classes)	October 31	
Thanksgiving Holiday (No Classes)	November 23-26	
Wednesday Designated As a Friday	December 13	(exclusive of Weekend College)
Classes End	December 14	
Reading Day	December 15	(exclusive of Weekend College)
Examination Period	December 16-22	(December 15-17 for Weekend College)
End of Semester	December 22	

## Spring Semester

Classes Begin	January 16	
Reading Days (No Classes)	February 10-13	(February 9-11 for Weekend College)
Spring Recess (No Classes)	March 11-17	
Convocation Day (No Classes)	March 27	
Easter Holiday (No Classes)	April 5-7	
Thursday Designated As a Monday	May 2	
Classes End	May 5	
Reading Days	May 6-7	
Examination Period	May 8-14	
End of Semester	May 14	
Commencement	May 16 (or later)	

## Summer Sessions

Pre-Session (No Friday Classes)	May 28-June 13	(11 sessions)
Saturday Classes	June 8-August 10	(10 sessions)
Eight-Week Session (No Friday Classes)	June 10-August 1	
Six-Week Session (No Friday Classes)	June 24-August 1	
Independence Day Holiday (No Classes)	July 4	
Post-Session (No Friday Classes)	August 5-22	(12 sessions)

\*Montclair State University reserves the right to modify this calendar. Please refer to the current semester Schedule of Courses booklet for the most recent published calendar information.

# ACADEMIC CALENDAR\*

1996-1997

## Fall Semester

Labor Day Holiday (No Classes)	September 1-2	
Opening Day (No Classes)	September 3	
Classes Begin	September 4	
Convocation Day (No Classes)	October 30	
Thanksgiving Holiday (No Classes)	November 28- December 1	
Classes End	December 15	(December 8 for Weekend College)
Reading Day	December 16	
Examination Period	December 17-23	(December 13-15 for Weekend College)
End of Semester	December 23	

## Spring Semester

Classes Begin	January 13	
Martin Luther King Holiday (No Classes)	January 20	
Reading Days (No Classes)	February 15-18	(February 14-16 for Weekend College)
Spring Recess (No Classes)	March 10-16	
Convocation Day (No Classes)	March 19	
Easter Holiday (No Classes)	March 28-30	
Thursday Designated As a Monday	May 1	
Classes End	May 4	
Reading Days	May 5-7	
Examination Period	May 8-14	
End of Semester	May 14	
Commencement	May 16 (or later)	

## Summer Sessions

Pre-Session (No Friday Classes)	May 27-June 12	(11 sessions)
Saturday Classes	June 14-August 16	(10 sessions)
Eight-Week Session (No Friday Classes)	June 16-August 7	
Six-Week Session (No Friday Classes)	June 30-August 7	
Independence Day Holiday (No Classes)	July 4	
Post-Session (No Friday Classes)	August 11-28	(12 sessions)

\*Montclair State University reserves the right to modify this calendar. Please refer to the current semester Schedule of Courses booklet for the most recent published calendar information.





# ABOUT MONTCLAIR STATE UNIVERSITY

From its founding in 1908, the history of Montclair State University has been one of change, growth and distinction. Established as a Normal School in 1908 in response to the growing demand for professionally trained teachers, the institution became Montclair State Teachers College in 1927, dedicated to the education of secondary school teachers through a four-year Bachelor of Arts degree program. Part-time, extension and summer courses were added to meet the professional needs of teachers, and in 1932 Montclair was authorized to offer the master's degree. With its strong emphasis on the liberal arts and sciences, Montclair in 1937 became one of the first teachers' colleges accredited by the Middle States Association of Colleges and Schools. Responding to rapid enrollment growth in the late forties and fifties with an expanded curriculum and faculty, the campus became Montclair State College in 1958 and a comprehensive, multi-purpose institution in 1966. Based on the strengths of its academic programs and faculty and the commitment to excellence in instruction and research, it became Montclair State University in 1994.

With an enrollment of 13,500 students, MSU is New Jersey's only public teaching university. It offers 43 undergraduate majors, 31 graduate majors and numerous interdisciplinary programs, minors and concentrations through five schools: Business Administration, Fine and Performing Arts, Humanities and Social Sciences, Mathematical and Natural Sciences, and Professional Studies. Montclair is unique among institutions in its sector in maintaining a Classics and a Linguistics Department, and its program in Music Therapy is also exceptional. The Honors Program provides an interdisciplinary curriculum to meet the intellectual needs of academically superior students, while the Global Education Center helps arrange student and faculty exchanges, scholarly visits, conferences and seminars that promote a greater global awareness. The Institute for the Advancement of Philosophy for Children attracts scholars from around the world to learn about the application of logical thinking to the elementary school classroom, while Project THISTLE (Thinking Skills in Teaching and Learning) improves the basic skills of urban college-bound students by working with teachers in the Newark public schools. Montclair State operates a Professional Development School in Newark, in partnership with the Newark Board of Education, and the teacher education program was selected to participate in John Goodlad's Teacher Education in a Democracy Project, a national reform effort to improve schools and the preparation of teachers. As a Center of Excellence in the Fine and Performing Arts, Montclair offers an extraordinary range of opportunities for performing arts students at the graduate as well as the undergraduate level to work with world class musicians, artists, dancers and actors in a program that combines professional training with career entry. The Institute for Critical Thinking has been recognized as a national model for faculty and curriculum development, offering workshops, seminars, colloquia and other collaborative projects designed to explore both the theoretical aspects of critical thinking and their implications for teaching and learning at all levels.

With a strong commitment to public service, Montclair State University offers a variety of noncredit programs in addition to the many individual contributions of its faculty and staff. Over 1,200 academically gifted students from grades 4 through 9 take part in



advanced instructional programs offered weekends on campus, while close to 500 musically talented youngsters receive instruction through the Music Preparatory division each year. The School of Conservation, a 240 acre facility in Stokes State Forest, is one of the largest university operated environmental education centers in the world, providing two- to five-day programs for about 10,000 elementary and secondary school students from around the state. The Psychoeducational Center provides special services to children with learning, speech, language and other disabilities, while the Center for Continuing Education offers a variety of programs including a certificate in international trade in conjunction with the World Trade Institute, English as a Second Language instruction, and career and professional training for industrial and sales workers, managers, hospital and nursing home staff, and nonprofit organizations. The Nicholas Martini Center for Public Policy provides opportunities for faculty to apply their research skills to pressing issues of community concern while the School of Mathematical and Natural Sciences' Faculty Consulting Service matches faculty expertise in mathematical, scientific and technical areas to industrial, educational or community problems. The Management Development Center of the School of Business Administration works with local businesses and agencies to provide opportunities for staff development and the timely discussion of issues related to the business community. The Institute for the Humanities offers workshops and seminars to secondary school faculty and students around the state, and the New Jersey School of the Arts provides additional opportunities throughout the year for gifted high school students to study art, music, dance, theatre and creative writing on campus.

Montclair State remains a vital and forward-looking university, proud of its heritage and prepared to respond to the challenges and opportunities that lie ahead. As a result of the strength of its faculty and the comprehensiveness of its programs, Montclair is proud to be a major contributor to the cultural and educational life of the region it serves.

## ACCREDITATIONS AND MEMBERSHIPS

Montclair State University is accredited by the Middle States Association of Colleges and Schools. In addition, the National Council for the Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school service personnel. Those programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include the American Association of Family and Consumer Sciences, American Dietetic Association (Department of Home Economics, School of Professional Studies), American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, School of Humanities and Social Sciences), National Association of Schools of Art and Design (Department of Fine Arts, School of Fine and Performing Arts), National Association of Schools of Dance (Department of Broadcasting, Speech Communication, Dance and Theatre, School of Fine and Performing Arts), National Association of Schools of Music (Department of Music, School of Fine and Performing Arts), National Association of Schools of Theatre (Department of Broadcasting, Speech Communication, Dance and Theatre, School of



Fine and Performing Arts), and National Recreation and Park Association (Department of Health Professions, Physical Education, Recreation, and Leisure Studies, School of Professional Studies). In addition, the undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, School of Humanities and Social Sciences, has been approved by the American Bar Association; programs offered by the Department of Chemistry and Biochemistry, School of Mathematical and Natural Sciences, have been approved by the American Chemical Society; and the undergraduate program in Music Therapy offered by the Department of Music, School of Fine and Performing Arts, has been approved by the National Association for Music Therapy.

Montclair State University is a member of the American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Association of American Colleges, Association for Gerontology in Higher Education, Council of Graduate Schools in the United States, New Jersey Association of Colleges and Universities, New Jersey Association of Colleges for Teacher Education, North American Association of Summer Sessions, and Northeastern Association of Graduate Schools. Women graduates are accepted for membership in the American Association of University Women.

## ACADEMIC ORGANIZATION

Montclair State is organized into five schools. Graduate programs are offered through the Schools of Business Administration, Fine and Performing Arts, Humanities and Social Sciences, Mathematical and Natural Sciences, and Professional Studies.

Reporting to the Provost, the Dean of Graduate Studies works with the Graduate Council, the academic deans, schools and departments in the development, promotion and review of graduate programs; the recruitment, admission, matriculation and advisement of graduate students; and the administration of programs that enhance the quality of graduate education, including the appointment of 130 Graduate Assistants.

The Graduate Council is the primary all-university body for the development of graduate policy and curriculum advisement. Its decisions and recommendations are made to the Provost. Consistent with policies established by the Board of Trustees, the Graduate Council:

- (1) recommends general graduate admission requirements,
- (2) recommends guidelines for the admission of students to graduate programs,
- (3) recommends guidelines for the admission of faculty to graduate faculty status,
- (4) reviews and makes recommendations about new graduate programs, concentrations or any revisions in graduate programs,
- (5) initiates discussions on and/or reacts to any and all matters affecting graduate faculty, students and programs.

Voting members of the Council include two school deans appointed by the Provost and Vice President for Academic Affairs; two elected faculty from each of the Schools of Business Administration, Fine and Performing Arts, and Mathematical and Natural Sciences; four elected faculty from each of the Schools of Humanities and Social Sciences, and Professional Studies; and one graduate student elected from each school.

# HUMAN RELATIONS STATEMENT ON CAMPUS CLIMATE FOR CIVILITY AND HUMAN DIGNITY

Montclair State University recognizes its responsibility to foster an atmosphere of respect, understanding and good will among all individuals and groups, with special sensitivity to those most likely to be subjected to disrespect, abuse and misunderstanding because of their race, ethnicity, religion, gender, sexual preference, age or disabling condition.

The goal is to create an unbiased community where all individuals feel free to express themselves in ways that are appropriate in a multi-ethnic and multicultural society, and to pursue their work and study in an atmosphere which values individuality and diversity.

Underlying this statement is a respect for differences of opinion and freedom of speech. We must be diligent, however, to assure that differences do not degenerate into name-calling or insulting of individuals or groups. Such behavior can be destructive of courtesy and civility and endangers the environment needed for engaging in productive dialogue.

Montclair State condemns any behavior which devalues persons and endangers the learning and work environment. Such acts include, but are not limited to, threats or acts of physical violence, verbal abuse, harassment, and discrimination.

Montclair State encourages the practice of this human relations statement in every aspect of campus life.

## SMOKING REGULATION

Montclair State University is subject to NJSA 26:3D-15 through 21 on smoking in public places (Health and Vital Statistics). In compliance with this law, the President approved a revised smoking regulation which was endorsed by the College Senate on October 27, 1993 upon the recommendation of the ad hoc Smoking Cessation Committee. The regulation prohibits the smoking or carrying of lighted cigars, cigarettes, pipes, or any matter or substance which contains tobacco in all indoor spaces on the Montclair State campus.

Indoor smoking is permitted only in private, fully-enclosed student residence hall rooms. If the room is jointly occupied, smoking is permitted only by consensus of all individuals occupying the room.

Any member of the campus community may ask an individual to comply with the provisions of this regulation or may file a complaint with Campus Police and Security, who may issue a summons. Any individual who fails to comply is subject to a fine (typically \$25-\$200) as determined by the local court where the summons is filed.

# SCHOOL OF BUSINESS ADMINISTRATION

**Dean: Phillip LeBel, Ph.D.**

The School of Business Administration is committed to several graduate programs which provide a balance between theoretical and applied approaches to the study of advanced topics. The Master of Business Administration, Master of Arts in Business Education, and Master of Arts in Social Sciences concentration in Economics programs have specific goals and objectives to enable students to build on their background and to assist graduates to advance in their chosen careers.

Departments, programs, and concentrations within the School are:

*Accounting, Law and Taxation*

Business Administration (MBA)

Accounting\*

*Economics and Finance*

Business Administration (MBA)

Business Economics\*

Finance\*

Social Sciences (MA)

Economics\*

*Information and Decision Sciences*

Business Education (MA)

Business Administration (MBA)

Quantitative Analysis\*

*Management*

Business Administration (MBA)

Management\*

*Marketing*

Business Administration (MBA)

Marketing\*

*\*Area of Concentration*

## MASTER OF BUSINESS ADMINISTRATION

The goal of the Montclair MBA is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgments, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.



The program stresses the theoretical foundations of management-oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.

## **MASTER OF ARTS IN BUSINESS EDUCATION**

The Master of Arts program in Business Education prepares teachers for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, the program design offers considerable flexibility enabling candidates to explore advanced areas of study in accordance with their own background, experience, achievement, and professional aspirations. With careful course selection and planned use of the program's free electives, candidates may qualify for New Jersey certification in Administration and Supervision in Business Education and/or Cooperative Business Education.

## **MASTER OF ARTS IN SOCIAL SCIENCES: CONCENTRATION IN ECONOMICS**

The Master of Arts in Social Sciences: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business-oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation, and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit.

# **SCHOOL OF FINE AND PERFORMING ARTS**

**Dean: Geoffrey W. Newman, Ph.D.**

Montclair State is a designated center of excellence for the fine and performing arts. Its School of Fine and Performing Arts offers graduate programs in fine arts, music, speech, theatre, and communications. In addition, the School includes a Music Preparatory Division, which offers instruction to children from age 3 through high school, and the office of TheatreFest, Special Projects and Cultural Programming which presents major dance, music, theatrical, and literary events. The School also coordinates and supports three major art galleries.

The School of Fine and Performing Arts provides professional training and education for students seeking careers in the arts, education, public service, or management. The School presents cultural events and offers courses and experiences in the arts for the enrichment of campus and community life. The resources of the School are taken to the community in the form of theatrical productions, chamber music, dance concerts, lectures, and demonstrations. The School seeks to stimulate public interest and support for the arts and to encourage research, creative work, and experimentation in the arts.

Departments, programs, and concentrations within the School are:

*Broadcasting, Speech Communication, Dance and Theatre*

Speech and Theatre (MA)

Communication Arts\*

Theatre\*

*Fine Arts*

Fine Arts (MA)

Art History\*

Studio\*

*Music*

Music (MA)

Music Education\*

Performance\*

Theory Composition\*

*\*Area of Concentration*

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**Dean: Rachel Fordyce, Ph.D.**

Graduate programs in the School of Humanities and Social Sciences are designed to accomplish four objectives:

- (1) to provide the opportunity for students to acquire advanced knowledge in one of its major areas of instruction;
- (2) to acquaint students with the interrelatedness of the various fields within the Humanities and Social Sciences as well as their relationship to other disciplines;
- (3) to familiarize students with the particular methodologies of his or her field;
- (4) to provide students with the background to do creative and independent work and research during and after their graduate career.

The School of Humanities and Social Sciences comprises a number of disciplines, the boundaries of which are constantly changing and expanding. At the same time, research within the disciplines is becoming more specialized. The necessity for constant

study, therefore, presses upon everyone involved in these areas whether he or she works in education, government, industry, or the professions.

The departments within the School of Humanities and Social Sciences provide programs in various fields and offer advanced courses for teachers who wish to enhance their preparedness for specialized secondary school subjects.

All of the programs provide excellent preparation for those wishing to go on for degrees at the doctoral level.

Departments, programs, and concentrations within the School are:

*Anthropology*

Practical Anthropology (BA/MA—Combined Bachelor and Master of Arts in

Practical Anthropology)

Social Sciences (MA)

Anthropology\*

*Communication Sciences and Disorders*

Communication Sciences and Disorders (MA)

Early Childhood Special Education\*

Learning Disabilities\*

Speech-Language Pathology\*

Post MA certification program in Learning Disabilities

Post BA certification program in Special Education

*English*

English and Comparative Literature (MA)

*French*

French (MA)

*History*

Social Sciences (MA)

History\*

*Legal Studies*

Legal Studies (MA)

Dispute Resolution\*

Law Office Management and Technology\*

Post-Baccalaureate Paralegal Studies Certificate

*Linguistics*

Applied Linguistics (MA)

*Psychology*

Educational Psychology (MA)

Psychology (MA)

Clinical Psychology for Spanish-English Bilinguals\*

Industrial and Organizational Psychology\*

School Psychology Certification

*Sociology*

Applied Sociology (MA)

Social Sciences (MA)

Sociology\*

*Spanish and Italian*

Spanish (MA)

\*Area of Concentration



# SCHOOL OF MATHEMATICAL AND NATURAL SCIENCES

**Dean: Vaughn Vandegrift, Ph.D.**

The School of Mathematical and Natural Sciences is strongly committed to graduate programs which provide a balance between theoretical and applied approaches to the study of advanced topics. Through interaction with dedicated faculty, graduate students have a unique opportunity to learn how mathematics, science and computing are utilized to solve problems. Faculty consult with industry and do research in areas such as animal behavior, applied mathematics, biochemistry, computer science, conducting polymers, environmental issues, genetic toxicology, immunology, microbiology, molecular biology, and statistics. Interactions with corporations in the insurance, petroleum, and pharmaceutical industries as well as with science, mathematics, and computer science educators and practitioners enrich classes and provide opportunities for the support of graduate students through research assistantships. Students are encouraged to pursue the thesis option as a logical conclusion of the pursuit of knowledge through research. Non-thesis alternatives are available in most programs.

Modern laboratory equipment for research and teaching include Fourier Transform Infrared Spectroscopy, Fourier Transform Nuclear Magnetic Resonance Spectroscopy, x-ray diffraction, digital exploration seismography, ground penetrating radar, resistivity survey equipment, Gas Chromatography-Mass Spectroscopy, High Performance Liquid Chromatography, Scanning Electron Microscopy, Transmission Electron Microscopy, and Ultracentrifugation. Since scientific computing has unique requirements, the School is continually enhancing its own local area computer network (SCInet). The network includes student access to UNIX based Sun servers and workstations, DEC VAXEN, IBM mainframes, PCs and Macs and Internet and World Wide Web.

The School offers fifteen master's degree program options to prepare students for careers in industry, government, or education and for future study in Ph.D. or professional programs. These include a master's degree program in Environmental Studies administered through the Department of Earth and Environmental Studies. This program is truly interdisciplinary, involving faculty and students from a variety of backgrounds and disciplines. The Program offers optional concentrations in Environmental Management, Environmental Education, Environmental Health and Environmental Science. The New Jersey School of Conservation reports administratively to the School of Mathematical and Natural Sciences and contributes significantly to this interdisciplinary degree program.

Departments, programs and concentrations within the School are:

*Biology*

Biology (MS)

*Chemistry and Biochemistry*

Chemistry (MS)

*Earth and Environmental Studies*

Environmental Studies (MA)

Environmental Education\*

Environmental Health\*

- Environmental Management\*
- Environmental Science\*
- Geoscience (MS)
- Social Science (MA)
- Geography\*
- Mathematics and Computer Science*
- Computer Science (MS)
- Applied Mathematics\*
- Applied Statistics\*
- Mathematics
- Computer Science\* (MS)
- Mathematics Education\* (MS)
- Pure and Applied Mathematics\* (MS)
- Statistics\* (MS)
- Statistics (MS)

*\*Area of Concentration*

## SCHOOL OF PROFESSIONAL STUDIES

**Dean: Nicholas M. Michelli, Ed.D.**

The School of Professional Studies includes eight departments, each of which offers the Master of Arts or Master of Education degree in a variety of fields leading to and strengthening skills needed for professional careers in private industry, government agencies, non-profit organizations, and public and non-public schools. The Master of Education is housed in the department of Curriculum and Teaching. The Master of Education, with concentrations in Critical Thinking and Philosophy for Children, is housed in the department of Educational Foundations.

The School has responsibility for coordinating the non-degree post-baccalaureate teacher certification program. A Master of Arts in Teaching (M.A.T.) program is also available to those seeking initial certification. The School has a commitment to offering graduate programs to urban school personnel through Project THISTLE, and provides a sequence of courses required for Substance Awareness Coordinator Certification.

Arrangements can be made to offer graduate programs to employees of public schools and other organizations on site.

Departments, programs, and concentrations within the School are:

*Counseling, Human Development and Educational Leadership*

Counseling, Human Services and Guidance (MA)

Human Services\*

Administration and Supervision (MA) (Required for Principal Certification)

Educator Trainer (Training Personnel)\*

Certification Programs for: School Administrator (Superintendent), Supervisor, School Business Administrator, School Social Worker, Student Personnel Services (Guidance Counselor)

*Curriculum and Teaching*

Master of Arts in Teaching (MAT)

Master of Education (MEd)

Post-baccalaureate Certification

Technology Education (MA)

*Educational Foundations*

Master of Education (MEd)

Critical Thinking\*

Philosophy for Children\*

*Health Professions, Physical Education, Recreation and Leisure Studies*

Health Education (MA)

Physical Education (MA)

Coaching and Sports Administration\*

Exercise Sciences\*

Teaching and Administration of Physical Education\*

*Home Economics*

Home Economics (MA)

Family Life Education\*

Family Relations/Child Development\*

Home Economics Education\*

Home Management/Consumer Economics\*

*Reading and Educational Media*

Reading (MA)

Certification Programs for: Media Specialist, Reading Specialist

*\*Area of Concentration*



# ACADEMIC FACILITIES

Montclair State is located on a 200-acre campus in Upper Montclair, New Jersey, 14 miles west of New York City. In addition to classrooms and studios, our facilities provide two modern theaters; a recital hall; a theater arts workshop; science and language laboratories; food laboratories; clothing laboratory in Home Economics; auto and power, energy, metals, and plastics laboratories in Technology; human performance laboratory in Panzer School Center and on-campus housing for approximately 2,000 men and women.

A new academic building of 92,948 square feet now houses the School of Humanities and Social Sciences has recently been completed. This building allowed the School of Business Administration to relocate into larger space in Partridge Hall. A new campus security building, a 44,333 square foot library addition and 12,459 square foot additions to the Fine and Performing Arts buildings have also been recently completed.

## COMPUTER CENTER

The Computer Center at Montclair State offers a wide variety of services to the university community. Through the facilities of MSUnet, faculty and students may access local computers or computers at other colleges and universities.

On-campus facilities include several terminal labs where users may access mini and mainframe computers. Currently available for local access are: a DEC VAX 6310, a DEC VAX 2100 cluster, a DEC VAX 3500, a DEC microVAX II, and a network of SUN Microsystems' file servers, computer servers and individual workstations. Through a high speed link to the Global Enterprize Services, access is also provided to many other national and international computer networks. In addition on-campus facilities include many micro-computer labs, featuring IBM PC's PS/2's, AT's, and XT's, Macintosh SE's and IICI's, Apple Computers, and NCR/ATT's.

## COMPUTER SERVICES - ACADEMIC

The Office of Academic Computing and Technology, located in Room 308, College Hall, provides support for academic computing on campus. Faculty members receive advise regarding the use of computers in research, lectures, and laboratory exercises. Students receive information on campus microcomputer laboratories and other computing facilities.

Microcomputer laboratories in many buildings are available for general use. A brochure describing the equipment, software, and hours of availability for each lab can be obtained from this office. Several computer classrooms are also scheduled through this office. This office maintains and supports the campus microcomputer network.

Non-credit workshops, short courses, and demonstrations are provided on various topics, like word processing, spreadsheets, electronic mail, and Internet use. Please contact the office for a schedule.

# CURRICULUM RESOURCE CENTER

Located in Chapin Hall, the Curriculum Resource Center houses a collection of educational materials for use by students, teachers, curriculum committees, and others interested in teaching resources. The Center's collection includes: textbooks, curriculum guides from New Jersey and schools across the nation, professional books, audio/video programs, activities and games. Also available for instruction and use in the Center are: computers, software, CD-ROM and laserdisc programs and a technology-based "classroom of the future." Evening and weekend hours are available for the convenience of graduate students and teachers. For further information, call (201) 655-5220.

## LABORATORY AND SPECIAL FACILITIES

Well-equipped laboratories support research in the mathematical and natural sciences. The Psychoeducational Center and the Reading Center also provide learning opportunities for graduate students.

## LIBRARY

All students and faculty are encouraged to make full use of the Harry A. Sprague Library and its many services. These services include reference assistance (in person and via telephone), interlibrary loan (borrowing of materials from other libraries), access to non-print media, photocopiers, VAX system terminals, on-line information retrieval, compact disc information retrieval, library tours and bibliographic instruction, study and meeting space, reader/printer machines, public telephones, change machines, and designated quiet study areas.

An informed and helpful staff of librarians and library assistants is ready during all hours of opening to provide support in the use of the collections and services.

In addition to the superior reference, periodical, and circulating book collections, the Library is a selected depository of United States and New Jersey government publications.

The collection of non-print consisting of periodicals on microfilm, government and reference reports on microfiche, corporation annual reports, backruns of newspapers, filmstrips, spoken word and music on cassette and LP's, an extensive collection of classical and award winning productions on videotape, and a compact disc collection support a variety of scholarly projects.

Each student and faculty member should establish a borrower file by registering with the Library at the Circulation Desk soon after arriving at the University and acquiring an I.D. card. All of the aforementioned services and collections are accessible upon presentation of a validated I.D. card. An on-line catalogue accelerates the identification and checking out of library materials.

All Library services are available during scheduled hours of opening. Please inquire by calling a number on the following directory of departments and services:

Director .....	(201) 655-4301/4302
Assistant Director for Technical Services .....	7150

Acquisitions/Collection Development .....	7151
Bibliographic Instruction .....	7144
Cataloging .....	4195
Circulation .....	4288
Computerized Reference Service .....	7146
Government Publications .....	7145
Interlibrary Loan .....	7143
Non-print .....	5119
Periodicals .....	5270
Reference Desk .....	4291, 7144
Library Hours (Answering Machine) .....	4298
Technology Center .....	7701

## MARINE SCIENCES CONSORTIUM

The facilities of the New Jersey Marine Sciences Consortium, including the field stations at Sandy Hook and Seaville, are available to Montclair State students. The consortium sponsors an extensive summer program of regular and independent study courses in the marine sciences at the graduate level.

## MEDIA CENTER

The Media Center provides access to instructional audiovisual equipment and materials. Graduate students may borrow a large variety of audiovisual equipment or have thermal transparencies made for them in the walk-in service area. As equipment reservations require time to process, advance requests are encouraged. Scheduling delivery and operation of equipment to classrooms requires 2 days advance notice. On request, the staff will demonstrate audiovisual techniques and design and produce custom graphic presentation materials.

## PSYCHOEDUCATIONAL CENTER

The Center has been designed to train graduate students in the areas of special education, learning disabilities, school psychology, and speech-language pathology. It additionally serves the community by offering programs that suit the mutual needs of students and clients. The Center operates an assessment component, Communication Disorders Center, Demonstration Program, Parent/Infant Program, Music Therapy Clinic, and the Summer Intervention Program on campus.

## READING AND STUDY SKILLS CENTER

The Reading And Study Skills Center, located in the southwest corner of College Hall, offers assistance to all students in studying from textbooks, developing flexibility of reading rate, and personal reading improvement. Diagnosis of reading and study skills, counseling, and tutoring are also available.



In addition to campus services available in the Reading and Study Skills Center (R&SSC), community needs are served by a reading clinic for ages 6 - 18. The R&SSC provides clinical and educational experiences for undergraduates and graduate students also.

## TELEVISION CENTER

A well-equipped Television Center is located in Life Hall, Room 117. It handles those requests for television equipment and services which are not handled by the Media Center, such as repairs, duplication, satellite taping and viewing. On request, the staff will demonstrate television techniques and do some production. Telephone (201) 655-4341.

# ADMISSION AND MATRICULATION

To be admitted to graduate study at Montclair State, an applicant must have a baccalaureate degree from an accredited college or university in the United States or its equivalent from a foreign institution of higher education. An applicant must also have an appropriate academic background for the program or degree desired. To be matriculated in a particular degree program, the applicant must submit all required credentials and receive an admissions decision issued by the Office of Graduate Studies.

Applicants are evaluated on several criteria (e.g., grade point average, test scores, recommendations, interviews, essays and/or standardized portfolios, auditions) to enable the University to identify those students who demonstrate the greatest promise of scholarly achievement and ability to benefit from their proposed program of study.

To be admitted to the Teacher Education Program, applicants must meet separate criteria beyond those required for admission to graduate study. Instructional teaching certification may be gained exclusive of, or in conjunction with a degree program, and a post-certification degree program is also offered. (Please see "Teacher Certification, Post-Baccalaureate, Post Master of Arts Programs" in Index.)

**Applications/Enrolling in Graduate Classes:** For many programs, Montclair accepts applications on a rolling basis. However, a number of programs have fixed dates for the receipt of the application as well as all necessary credentials. Applicants should consult the current graduate/post baccalaureate application packet for specific information.

A maximum of six completed graduate credits may be allowed for transfer to a degree program prior to attaining matriculated or deferred matriculated status. This six credit total includes all transfer credits and non-degree credits taken at Montclair. A student must meet all course prerequisites. Successful completion of these six semester hours does not guarantee admission into a degree or certification program.

**Obtaining Graduate Applications and Graduate Information:** To obtain applications contact: The Office of Graduate Studies, College Hall 208, (201) 655-5147 or (800) 331-9207 or E-mail ([grad\\_studies@saturn.montclair.edu](mailto:grad_studies@saturn.montclair.edu)). The Office is open from 8:30 a.m. - 4:30 p.m., Monday through Friday. During fall and spring semesters, the Office is open Monday and Thursday evenings until 7:00 p.m. These hours are subject to change.

Whether enrolling as a matriculated or non-matriculated graduate student, it is critical that a student receive advisement prior to registering for courses. For graduate information and/or to be directed to the appropriate advisor check the Directory of Graduate Advisors in the back of this catalog.

## GENERAL REQUIREMENTS

**Transcript:** Two copies of an official transcript must be submitted from each college and university attended. Exception: Montclair State University transcripts will be

obtained by the Office of Graduate Studies directly from the Office of the Registrar, upon signed authorization of the student on the graduate application.

**Standardized Test Scores:** The Graduate Record Examination (GRE) is required of all students applying for admission to a degree program, except: applicants to the MBA program who are required to take the Graduate Management Admission Test (GMAT); applicants to the Counseling area of the Department of Counseling, Human Development and Educational Leadership who are required to take the Miller Analogies Test (MAT) instead; applicants to the Fine Arts Department or the M.Ed. are required to take the GRE or the Miller Analogies Test. Some departments also require a GRE subject test in the applicant's proposed field of study and/or the Miller Analogies Test. Students should check the current graduate/post baccalaureate application packet for specific information.

Students should arrange to have official notification of their test scores sent directly to the Office of Graduate Studies. Since it generally takes about six weeks for test scores to reach the University, students are advised to take the required test as soon as possible after applying for admission. Information regarding the GRE and the GMAT may be obtained from the Educational Testing Service, Princeton, New Jersey 08540, (609) 771-7670 or from the Office of Career Services at Montclair State, (201) 655-5194. For information about the Miller Analogies Test, contact Dr. Edward Martin, (201) 655-7330.

**Recommendations:** Recommendations from at least two persons who are qualified to evaluate the applicant's promise of academic achievement are required for admission to all degree programs.

**Statement of Objective:** All students applying for admission are asked to provide a statement outlining their goals and purposes in the graduate study they wish to pursue.

**Teaching Certificate:** A copy of an applicant's teaching certificate(s) is required of all students seeking admission to a program leading to advanced certification or certification in an additional field.

**Acceptance Procedure:** Final action on an application cannot be taken until all supporting credentials have been received in the Office of Graduate Studies. However, applicants whose transcripts show conferment of a bachelor's degree will be given permission to register on a non-degree basis for courses in some programs.

Applicants who meet the minimum standards for admission will be advised by letter to arrange a conference with the graduate advisor of the department in which the student wishes to study. The department advisor will evaluate the student's qualifications for acceptance into the program.

**Matriculation:** Students who are accepted into a degree program will be formally matriculated and given an official work program developed in conference with the graduate advisor. The student will receive official notification of matriculation from the Office of Graduate Studies.

**Deferred Matriculation:** Applicants with marginal qualifications or inadequate preparation may, upon recommendation of the department, be admitted to study on a



conditional basis (deferred matriculation) with the understanding that eligibility for matriculation will be established in a manner prescribed by the department in which the student wishes to matriculate. Course work and other study undertaken to remedy the deficiency or to demonstrate the ability to do graduate-level work may be in addition to the regular program requirements.

**Non-Degree Students:** Individuals who have a baccalaureate degree and want to enroll in particular courses without reference to matriculation in any degree or certification program may apply for admission as non-degree students. However, MBA courses and courses in programs with fixed deadlines are not available to non-degree students.

Admission on a non-degree basis does not imply acceptance in or eligibility for matriculation in any degree program.

**Admission of Veterans:** Veterans seeking admission to a graduate program should apply to the Veterans Administration for a certificate of eligibility and entitlement well in advance of the registration date. These forms may be obtained at the Veterans Office located in College Hall, Room 321.

The Veterans Administration has established certain limitations, particularly with regard to changes in courses. It is therefore important that veterans clearly state their educational objectives on all appropriate forms.

To ensure that the application is in order, and that the veteran has fulfilled the requirements of the GI bill, the veteran should report during registration to the Veterans' Counselor.

**International Applicants:** As proficiency in spoken and written English is prerequisite to graduate study at Montclair State, TOEFL (Test of English as a Foreign Language) scores are required for all applicants who have undergraduate degrees from institutions where English is not the native language. TOEFL is administered world-wide by the Educational Testing Service of Princeton, New Jersey. Scores from this test should reach the Office of Graduate Studies no later than the normal deadline.

All international applicants must request a document-by-document evaluation from World Education Services (P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, USA). A copy of the report should be sent to the Office of Graduate Studies at Montclair State. In addition to providing World Education Services with official transcripts of all previous educational institutions and certified English translations, another set of official transcripts and certified English translations should be sent to the Office of Graduate Studies at Montclair.

**Qualified Seniors:** Montclair State undergraduates with an academic average of at least 2.67, who are within 16 semester hours of graduation, may take up to six semester hours of graduate work at the 500 level, if prior permission is granted.

Qualified undergraduates taking graduate courses for graduate credit must pay appropriate fees and tuition at the graduate student rates. Admission of an undergraduate to courses at the graduate level does not imply future acceptance into a graduate degree program.

**Visiting Students:** Graduate students matriculated at another college should consult the Schedule of Courses booklet for details on how to register for courses.

# ACADEMIC POLICIES AND REGULATIONS

**Course Load:** Nine semester hours constitute a full-time course load. Graduate assistants are required to carry six semester hours for full-time status.

**Course Numbering and Scheduling:** Selected courses numbered from 400 through 499 are senior-graduate courses. They may be taken for graduate credit only with the permission of the graduate advisor in the student's major department and only to the extent approved by regulations governing graduate studies. At this time, no more than 25 percent of the courses for a master's program may be numbered from 400 through 499. Courses numbered below 400 are not acceptable for graduate credit.

Courses numbered 500 and above are open only to graduate students and last-term seniors with prior approval. Courses are scheduled in the late afternoon and evening during the fall and spring semesters for most programs. Summer Sessions graduate courses are scheduled in both the day and evening.

**Restrictions for Graduate Credit:** No credit is granted toward the Master of Arts degree for certain 400 level courses which are required for instructional certification.

Courses taken ten or more years prior to the date of the student's matriculation will not be accepted for credit toward the master's degree, except upon recommendation by the major department and approval of the appropriate academic dean.

No more than six semester hours of credit may be allowed for courses completed at Montclair State prior to matriculation for the master's degree, except in specially designated programs.

No graduate credit is allowed for courses taken at other colleges while the student is enrolled at Montclair State unless the student obtains prior approval from the appropriate academic advisor. A form for this purpose is available in the Office of Graduate Studies and should be completed well before the transfer credit is needed.

Credit is not allowed for courses taken on an audit basis.

It is the obligation of each student to ensure that no course undertaken for graduate credit duplicates a course previously taken by that student. Courses may not be taken more than once for credit regardless of any change in the course number or title.

**Transfer Credit:** A student may transfer six semester hours of graduate credit previously earned at an accredited college or university toward a degree program at Montclair State, provided the student obtains approval from the department graduate advisor at the time of admission, and provided that the credits were not previously applied to any degree. This approval must be noted on the student's work program. Grades below B are not accepted for transfer credit, nor are courses below graduate level in the originating institution.

**Time Limit:** Requirements for all master's degrees except the Master of Business Administration must be completed within six years from the date of matriculation unless there is an approved extension. In the case of the MBA, students must complete this program within eight years of the date of matriculation unless there is an approved extension. Written applications for extension will be reviewed and evaluated by the

Office of Graduate Studies on the basis of the student's progress toward the degree and in accordance with established graduate policy at the time of application. The Dean of the school involved will be consulted in reaching a decision.

**Grades and Standards:** Effective fall semester 1989 the grading system for graduate courses at the 500 level or above, shall include:

A	=	4.0	C+	=	2.3	IN	Incomplete
A-	=	3.7	C	=	2.0	WD	Withdrew
B+	=	3.3	C-	=	1.7	NC	No Credit
B	=	3.0	F	=	0.0	AU	Audit
B-	=	2.7				RF	Repeated "F" Course

Effective fall semester 1989, the grade "D" was eliminated as a possibility for graduate courses.

The mark "F" signifies: (1) academic failure; (2) failure of the student to submit written notice of withdrawal; or (3) unofficial withdrawal after the mid-point in the semester. The mark "WD" is given to those who submit in writing their intention of withdrawing from a course before the midpoint of a semester.

The grade "IN" is intended to indicate that the student has not completed the course and that a grade is being withheld until the work is performed and approved. Students must enter into a formal contract with the faculty prior to the end of the semester, using the form available in the Office of the Registrar. The "IN" if not replaced with a final grade by May 1st for fall incompletes and December 1st for spring and summer, will become an "F". Exceptions can be granted only upon petition to the appropriate school dean.

A change of grade request from other than an "IN" grade must be processed by faculty and approved by the appropriate school dean no later than the end of the next full semester following the semester in which the grade was earned.

For purposes of determining the grade point average (GPA) for graduation, academic probation and all other situations which require a specific GPA, Montclair State University maintains GPA's to three decimal places. No additional rounding will occur.

In order to qualify for the master's degree, a student must have a 3.000 grade point average within the major as well as a cumulative grade point average of 3.000 based upon a possible 4.0 system. Students may repeat a grade of "F" which will then be changed to "RF" (Repeated "F" Course) and deleted from the GPA.

Any matriculated student whose grades fall below 3.000 cumulative grade point average will be placed on academic probation and will be given one semester, within one year from that date to achieve the required average. Failure to obtain the required average within the prescribed period of time leads to final review which may result in the termination of matriculated status. A student may appeal such action in writing to the Dean of Graduate Studies.

An official record of the semester's credits and grades earned will be mailed to students with no financial obligations to the University following the close of each semester.



**Audit Policy:** To “audit” a course is to attend class regularly, without the obligation of participating in classroom discussions, laboratory work, examinations, performances, or any class activity other than listening. A course may be audited under the following conditions:

1. Students auditing a course are required to establish eligibility for admission, register, and pay full tuition and fees.
2. A course may be audited on a space-available basis only and requires approval and signature of the department chairperson.
3. Montclair State’s attendance policy applies to audited courses.
4. Audited courses are considered as part of the student’s regular course load.
5. Audited courses do not carry academic credit.
6. Any student electing the audit option must complete an “Audit Application” and return it to the Office of the Registrar **prior to the end of the third week of classes** for regularly scheduled courses or its equivalent for short term and summer courses. An "audit" may not be changed to "credit", nor a "credit" to "audit" after the first three weeks of the semester.
7. The student’s record will show a grade of “AU” for the course if the instructor certifies that the regulations, including required attendance, have been met.
8. A student who has audited a course may take the course at a later date for credit.

**Registration Procedure:** All formally admitted graduate students who were registered at Montclair State during a given semester and all newly admitted graduate students will automatically be eligible to participate in Registration for the immediately following semester. Returning students who are not currently enrolled must contact the Office of Graduate Studies to determine registration eligibility.

Registration procedures, regulations, and deadlines may be obtained from the Office of the Registrar or from the semester’s Schedule of Courses book. Newly admitted students will receive information on registration from the Office of Graduate Studies.

# GRADUATION REQUIREMENTS

**Program of Study:** A minimum of thirty-two semester hours of graduate credit is required in all departments. Additional hours may be required to satisfy prerequisites or special programmatic purposes.

Students are required to complete the curriculum prescribed in the University catalog in effect, or as reflected in the academic work program, when they matriculate. Graduate students are required to maintain a cumulative grade point average of 3.000 based upon a possible 4.000 system. Graduate students are also required to maintain a cumulative grade point average of 3.000 in the major if required by the department. Inquiries pertaining to an individual's program of studies should be referred to the appropriate academic or faculty advisor. It is the student's responsibility to meet all graduation requirements.

Degree candidates are required to file an Application for Final Audit with the Office of the Registrar prior to the intended graduation date. All degree requirements must be completed by the respective graduation dates.

All students with the exception of MBA students must pass a comprehensive examination in their field, either oral or written or both with the approval of the graduate advisor and the Office of Graduate Studies; a thesis may be substituted for all or part of the examination.

Candidates in many programs are also required to demonstrate their ability to execute and report on an independent research project or other creative production. This requirement may be satisfied in one of several ways: (1) a project report written in connection with a required departmental seminar, (2) a master's thesis or (3) the production of a creative project in the fine and performing arts or humanities. The option selected must have departmental approval.

A department may accept the master's thesis as equivalent to a required seminar and/or in lieu of all or part of the comprehensive examination.

**Thesis:** Those interested in writing a thesis must obtain a copy of the Thesis Guidelines from the Office of Graduate Studies or their major department, and consult the graduate advisor before beginning any part of the process. Students are responsible for following these guidelines in selecting an advisor and a topic, registering, completing, and typing the thesis, defending, and applying for graduation. Form A - Approval for Writing a Master's Thesis must be signed by all parties concerned and the appropriate section turned in at the initial registration for thesis. **THERE WILL BE NO REGISTRATION FOR THESIS OR THESIS EXTENSION WITHOUT WRITTEN PERMISSION.**

**Comprehensive Examination:** The comprehensive examination is open only to matriculated students in good standing and is usually administered once in October and once in March. Students should check with their departmental graduate advisor to determine the date and time of the examination.

It is the student's responsibility to file the Notification for Comprehensive Examination form with the appropriate department at the beginning of the semester the examination is to take place. The form is available in the Office of Graduate Studies or departmental offices.

Students who fail the departmental comprehensive examination are allowed to retake it twice but must reapply each time as described above.

**Application for Final Audit:** It is the student's responsibility to complete the curriculum prescribed in the University catalog, in effect, or as subsequently modified, when he/she matriculates.

Students who will be completing their curriculum requirements for degrees, teacher certification, or Post-BA certificates must file an Application for Final Audit in the Office of the Registrar. In order to be evaluated for completion of requirements, students must adhere to the following deadlines:

**June 1 for the following January graduation**

**October 1 for the following May graduation**

**March 1 for the following August graduation**

Prior to the final opportunity to change registration for the final semester, the student will be mailed a copy of the final audit listing requirements that must be completed in order to meet the intended date of graduation. Students should confirm receipt of their **Application for Final Audit** by the Office of the Registrar by consulting the list posted outside the office during the month immediately following the filing deadline.

**Commencement and Diploma:** Commencement exercises are held in the spring of each year. In addition to the May degree candidates, students who have earned degrees in the preceding January or August will be invited to participate in the spring commencement exercises.

Diplomas will be mailed to those students who are academically clear and have no outstanding financial obligations to the University beginning approximately three months after the date of conferment.

**Certification (Teacher):** Master's degree candidates and Post-BA certification candidates who have been evaluated through the Office of the Registrar for New Jersey Initial and Advanced Certificates must complete an Application for Certification and pay the required fees (in the Office of the Registrar) during the following periods:

**October 15 to November 15 for January graduation**

**March 15 to April 15 for May graduation**

**July 1 to August 1 for August graduation**

For information concerning fees, contact the Teacher Education Office at (201) 655-4262.

Certificates will be sent to students from the State Department of Education in Trenton approximately two months after the date of conferment.

**New Jersey Teacher Testing Program:** The New Jersey State Board of Education requires that applicants for most certificates pass the appropriate NTE or Praxis II test. Printed information about the test requirement is available by calling the New Jersey State Department of Education at (609) 292-2070. This information is also posted on the bulletin board outside room 103, Chapin Hall.

**Other Certification:** Students seeking certification through professional associations (e.g. American Dietetic Association, National Association of Music Therapy, Inc.) should apply directly to the appropriate association.



# TUITION AND FEES\*

All students who have a bachelor's degree are assessed graduate tuition and fees regardless of the level of the course. Montclair State University undergraduates with permission to begin graduate study pay graduate tuition for courses at the 400 level or above when they designate these courses for graduate credit.

## Tuition (per semester hour of credit)

New Jersey Resident** .....	\$158.00
Non-Resident of New Jersey .....	\$200.00

## Fees

Student Union Building (per semester hour of credit) .....	\$ 8.50
General Service (per semester hour of credit) .....	\$ 5.00
Late Registration Processing, for all students who register after the regular registration period (non-refundable fee) .....	\$ 50.00
Late Payment, for any student who fails to make payment by the due date of the bill (non-refundable fee) .....	\$ 50.00

Graduate students registering for applied music courses and private study in composition pay regular tuition and fees, plus \$300 per applied music course.

\* Tuition and fees are subject to change without prior notice by action of the Montclair State University Board of Trustees

\*\* In order to qualify for the in-state tuition rate, the student, parent(s), or guardian(s) upon whom the student is financially dependent must be a bonafide domicile within the State for a continuous period of one year immediately prior thereto. (N.J.S.A. 18:62) All international students are considered as non-residents for tuition purposes, regardless of where they reside while attending Montclair State University. Any questions concerning the residency status should be directed to the Business Office.

## Parking (decals purchased for the fall or spring semester are valid through the summer)

Automobiles and trucks (first vehicle registered) .....	\$25.00
(alternate vehicle registered) .....	\$12.00
Motorcycles (first motorcycle registered) .....	\$12.00
(alternate motorcycle registered) .....	\$ 6.00
Automobile and motorcycle (total) .....	\$31.00

Application for Admission (non-refundable fee) ..... \$35.00

## Application for Certification (non-refundable fee)

Per each New Jersey Administrative, Educational Services or Instructional Certificate  
(depending upon the specific certificate) ..... \$50.00 or \$60.00

**Transcripts (non-refundable fee)**

Per copy (MSU undergraduate and graduate records for the same student are considered one copy) ..... \$ 3.00  
Same day processing service is available at a charge of \$10 per copy and \$6 for each additional copy.

**Payment**

Payment to Montclair State University may be in the form of cash (if paying in person at the Business Office), money order, personal or certified check, or by credit card (Mastercard, VISA or Discover Card, \$50 is the minimum amount that may be charged).

Checks and money orders are payable to Montclair State University.

**Refund and Withdrawal**

Withdrawal and refund dates are published in the schedule of courses book for the fall and spring semester and in the Summer Sessions catalog for the summer sessions.

Upon withdrawal, all students will receive a refund of tuition and fees according to the schedule listed below and on a course by course basis.

In computing refunds, the percentage of refund is based on the date on which the Office of the Registrar receives written notice of withdrawal from the student (or the date of the U.S. postmark for those received through the U.S. Mail) and not on the circumstances which necessitate withdrawal.

In accordance with the New Jersey State Board of Higher Education Policy dated July 16, 1976, the following uniform schedule of tuition refunds is in effect at all New Jersey State Colleges, including Montclair State University.

Tuition and service charges are refunded in full if classes are discontinued by University authorities.

**100% refund** if official student withdrawal is during the first week of classes for full term courses and prior to the third class meeting for all short term or mini courses.

**50% refund** if official student withdrawal is after first week but during first third of course.

**No Refund** if official student withdrawal is after first third of course.

No withdrawals are accepted after the midpoint of the course.

# FINANCIAL AID

Several kinds of financial aid are available to graduate students who meet all admission requirements. Some of these sources provide an opportunity for desirable professional experience as well. Conditions for assistantships, loans and other financial aid are subject to change.

**Graduate Assistantships:** Graduate Assistants are expected to contribute an average of 15 hours per week during a 10-month academic year covering September 1 to June 30. They may be given teaching assignments or other duties which are directly associated with their department's educational responsibilities.

A stipend of \$4,500 plus waiver of all University-wide fees and tuition for all graduate level courses required to complete individual degree programs are included as part of the assistantship. Graduate Assistants are defined as full-time students if registered for at least 6 semester hours. The Registrar is authorized to certify this full-time status. Therefore, Graduate Assistants may not register for more than 12 semester hours per semester without written approval of the appropriate academic dean. For an application, contact the Office of Graduate Studies. Deadline for application is the end of March for the next academic year.

Graduate Assistants must be either matriculated or eligible for matriculation into a graduate degree program at Montclair State prior to their appointment and must maintain a satisfactory academic status while serving as a Graduate Assistant.

**Resident Assistantships:** Opportunities are available for graduate students to work as Residence Hall Directors (graduate interns). These graduate interns serve as directors for small residence halls for undergraduate students from June 15 to June 15 of the following year.

There is a monetary stipend plus room and board for the year and a tuition waiver.

Applications are available in March when there is a vacancy. If any further information is required, you should contact the Office of Residence Life, fourth floor, Bohn Hall, (201) 655 5188.

We encourage graduate applicants who are accepted at Montclair State University in the fields of counseling, psychology, or communication, and with any prior experience as an undergraduate within Residence Life or student activities, to participate in our Residence Life Program.

The graduate assistants, as well as the full time residence hall director, play an important role in the administration of our residence hall program.

\* \* \* \* \*



**The following programs are administered by the Office of Financial Aid. All inquiries should be directed to (201) 655-4461.**

## **PROGRAM DESCRIPTIONS:**

**Federal Subsidized Stafford Loan:** As of Fall 1995, Montclair State University will participate in the William D. Ford Federal Direct Loan Program. The maximum amount of such loans is limited to \$8,500 annually for Masters' candidates and \$5,500 for Teacher Certification candidates. There is no interest charged while attending Montclair State, but it is charged at the time of repayment beginning six months after termination of attendance. Students must demonstrate financial need.

**Federal Unsubsidized Stafford Loans:** These loans are available to students who do not meet the eligibility criteria for the Federal interest subsidy. The student will be charged interest on these loans while in attendance. Principal is deferred until six months after termination of attendance.

**Federal Additional Unsubsidized Stafford Loans:** Students may borrow the remainder of the COST OF EDUCATION above the \$8,500 in this Loan Program. Interest accrues while student is in attendance. Principal is deferred.

**New Jersey College Loans to Assist State Students (NJCLASS):** NJCLASS is a loan program administered by the New Jersey Higher Education Assistance Authority (NJHEAA) which also acts as a lender. Students may borrow the remainder of the COST OF EDUCATION in this Loan Program. Annual adjusted gross income, credit history and state residency are considered for eligibility. A co-signer may be required. Interest accrues while student is in attendance. Students who are enrolled in programs which are ineligible for Federal Loans may borrow from this program.

**Federal Work-Study:** Graduate students, as well as undergraduates, may apply for part-time jobs in the University at an hourly rate under the Federal Work-Study program. Students must demonstrate financial need.

**Educational Opportunity Fund Grants (EOF):** Residents of New Jersey who received undergraduate EOF grants, or who were qualified for EOF but did not attend undergraduate colleges with EOF programs, may apply for EOF grants. Those interested should contact the EOF Office at (201) 655-4384.

**Eligibility:** Students must meet all established eligibility criteria for financial aid funds. Financial aid recipients must maintain at least half time (4 credits per semester) status. In addition, applicants must be accepted into an eligible institutional program for Title IV Loans on a program specific basis. The chart below provides information about this regulation. *Note: Regulations regarding student eligibility are subject to change without notice.*

### Enrollment Status:

Who May Borrow?	How Much Can I Borrow?
<ul style="list-style-type: none"> <li>• Matriculated MA, MAT, MBA, MED and MS students.</li> <li>• Deferred matriculated students can borrow for one academic year.</li> </ul>	<p>Federal Stafford Loan Program - up to \$8,500 per year (subsidized and unsubsidized combined) as of October 1, 1993</p> <p>Federal Additional Subsidized Stafford Loan Program - students may borrow up to \$10,000 per year</p> <p>NJCLASS Loan - any student may borrow up to \$7,000 per year; co-signer may be required</p>
<ul style="list-style-type: none"> <li>• Instructional Teacher Certification Students</li> <li>• Paralegal Certification Students</li> </ul>	<p>Federal Stafford Loan - up to \$5,500 per year (subsidized and unsubsidized combined)</p> <p>Federal Additional Unsubsidized Stafford Loan Program- students may borrow up to \$5,000 per year</p> <p>NJCLASS Loan - any student may borrow up to \$7,000 per year; co-signer may be required</p>
<ul style="list-style-type: none"> <li>• Graduate Students in all other Certificate programs</li> </ul>	<p>NJCLASS Loan - any student may borrow up to \$7,000 per year; co-signer may be required</p>
Non-degree students	Not eligible for any financial aid

**Satisfactory Academic Progress:** All graduate students who receive financial aid administered by the Financial Aid Office must maintain "satisfactory academic progress" as defined by the University.

**The FAFSA (Free Application for Federal Student Aid) form** is used to determine eligibility for all Student Loans and the Federal Work-Study Program. The FAFSA is available from the Financial Aid Office. Applicants must also file the **Institutional Application** for Graduate Student Financial Aid.

In order to receive award notification for Fall semester billing the **FAFSA** and the **Institutional Application** must be filed by **MARCH 1** of the prior academic year.

**International Students (Non-Resident Tuition Waiver):** A remission of non-residential tuition may be made to active students from other countries who demonstrate financial need. Those interested should apply by November 1 for the following spring semester and by May 15 for the following fall semester. For further information and/or applications please contact the International Student Advisor at (201) 655-4253.

**Part-Time Employment:** Career Services, located in the Student Center Annex, 104, (201) 655-5194, lists thousands of part-time, summer, and temporary positions each year. Graduate students may check current listings daily between 8:30 a.m. and 4:30 p.m., Monday through Friday and on Thursdays until 8:00 p.m. during the semester. In addition, they can confer with a career counselor, attend seminars on job hunting, and register with the office's computerized job matching system to receive notices in the mail.

## **Scholarships:**

### **Graduate Studies**

#### **HAROLD C. BOHN FELLOWSHIP**

*Amount: Varies*

*Criteria: MSU senior who shows promise in any academic discipline and presents a bona fide plan for graduate study.*

*Contact: Dean of Students*

#### **WILLIAM P. DIOGUARDI FELLOWSHIP**

*Amount: Varies*

*Criteria: Graduating MSU senior with a minimum 2.800 cumulative GPA who competed in intercollegiate athletics as a member of a varsity team and has been accepted into a post-baccalaureate degree program.*

*Contact: Director of Athletics*

#### **THE PHYLLIS LEBOFF ENDOWMENT FUND IN HONOR OF HER HUSBAND, GERALD A. LEBOFF**

*Amount: Varies*

*Criteria: Talented and gifted MSU students.*

*Contact: Administrator, MSU Foundation*

#### **SIMONE PICARD ASSISTANCE FUND**

*Amount: Varies*

*Criteria: Student enrolled in a master's degree or other post-baccalaureate program at Montclair State University. Preference given to applicants preparing for careers in teaching or related educational areas. Partial assistance may be granted to baccalaureate degree students who have completed at least 60 semester hours of work of which 24 semester hours had been completed at MSU.*

*Contact: Chairperson, Simone Picard Assistance Fund Committee*



## **School of Business Administration**

### **SOVEREL BOOK AWARD**

*Amount:* \$200

*Criteria:* Undergraduate or graduate student in one of the programs within the School of Business Administration who is an employee of a banking organization in the community.

*Contact:* Dean, Business Administration

## **Biology**

### **AL STEIN AWARD**

*Amount:* Varies

*Criteria:* Graduate students pursuing a degree in a program offered in the Biology Department. Minimum 3.000 cumulative GPA.

*Contact:* Chairperson, Biology Department

## **Broadcasting, Speech Communication, Dance and Theatre**

### **ELLEN KAUFFMAN TRAVEL GRANT FUND**

*Amount:* Varies

*Criteria:* Undergraduate and graduate students majoring in a program offered by the Department of Broadcasting, Speech Communication, Dance and Theatre; minimum GPA of 3.0 in major courses.

*Contact:* Chairperson, Broadcasting, Speech Communication, Dance and Theatre Department

## **Communication Sciences and Disorders**

### **HAROLD M. SCHOLL SCHOLARSHIP**

*Amount:* \$250 annual award

*Criteria:* A matriculated graduate student in the Department of Communication Sciences and Disorders who has completed 15 credits, has a minimum GPA of 3.500 in the major and shows potential for making an outstanding contribution in the field of language and learning.

*Contact:* Chairperson, Communication Sciences and Disorders Department

## **English**

### **MARY BONDON SCHOLARSHIP AWARD**

*Amount:* \$1,000

*Criteria:* Qualified English Department graduate student pursuing a teaching career in English Literature.

*Contact:* Chairperson, English Department

### **LAWRENCE H. CONRAD MEMORIAL SCHOLARSHIP**

*Amount:* Varies

*Criteria:* MSU graduate, pursuing graduate degree in American Literature or Creative Writing at the University. Selection based on value of thesis proposal and financial need.

*Contact:* Chairperson, English Department

## **Fine and Performing Arts**

### **COSMOPOLITAN CLUB OF MONTCLAIR SCHOLARSHIP**

*Amount: Varies*

*Criteria: Full-time international student majoring in a program offered through the School of Fine and Performing Arts.*

*Contact: Dean, Fine and Performing Arts*

### **SCHOOL OF FINE AND PERFORMING ARTS SCHOLARSHIP/ TALENT GRANT**

*Amount: Varies*

*Criteria: Recipients must be full-time students, majoring and/or minoring in a program in the School of Fine and Performing Arts. Minimum GPA 3.000.*

*Contact: Dean, Fine and Performing Arts*

## **French**

### **FRENCH DEPARTMENT SCHOLARSHIP FOR GRADUATE STUDY**

*Amount: \$500 (\$250 per semester)*

*Criteria: Qualified student pursuing a graduate degree in French who shows financial need and demonstrates merit.*

*Contact: Chairperson, French Department*

## **School of Mathematical and Natural Sciences**

### **MARGARET AND HERMAN SOKOL AWARD FOR INTERNATIONAL GRADUATE STUDY/RESEARCH**

*Amount: \$5,000 (\$2,500 per semester)*

*Criteria: Graduate student matriculated in a science program offered by School of Mathematical and Natural Sciences, who has completed at least 64 semester hours at MSU, with at least 24 semester hours completed in a scientific major, and completed at least 6 semester hours in a foreign language or demonstrate language equivalent proficiency.*

*Contact: Dean, Mathematical and Natural Sciences*

## **Mathematics and Computer Science**

### **MAX A. SOBEL FELLOWSHIP**

*Amount: Amount and frequency varies.*

*Criteria: Graduate student in mathematics education; nominated by mathematics education faculty.*

*Contact: Chairperson, Mathematics and Computer Science Department*

### **WESTERDAHL SCHOLARSHIP**

*Amount: Tuition Waivers (maximum of 4 courses) Book/Equipment/Travel Awards (maximum of 4 courses)*

*Criteria: Awards are for graduate education in mathematics and/or computer science.*

*Contact: Graduate Advisor, Mathematics and Computer Science Department*

## **Teacher Education**

### **ERCELL I. WATSON MEMORIAL FUND**

*Amount:* \$100

*Criteria:* Educator who is matriculated in, or a graduate of a master's degree program in the School of Professional Studies

*Contact:* Dean, Professional Studies

## **Theatre**

### **DENNIS K. McDONALD SCHOLARSHIP AND AWARD IN THEATRE**

*Amount:* \$100

*Criteria:* Theatre graduate student with a minimum of 3.000 GPA in theatre courses. Must exhibit performance quality, professional potential, evidence of continued development.

*Contact:* Chairperson, Broadcasting, Speech Communication, Dance and Theatre Department

For a complete list of scholarships available to graduate and undergraduate students, consult the current undergraduate catalog, available in the Office of Admissions.

**Veterans Benefits:** The Financial Aid Office provides information and advice to students regarding federal and State Veterans' benefit programs. All United States veterans who enroll at the University should contact the office as early as possible in their academic program. All veterans should submit a copy of their discharge papers (DD214) to the Financial Aid Office. Benefits are not available for audited courses. If a veteran adds, drops, or withdraws from a course, he or she should immediately forward a copy of the appropriate form to the Financial Aid Office.

For further information contact the Financial Aid Office, C-321, College Hall; telephone (201) 655-4462.



# STUDENT SERVICES

**Alumni Association:** The Montclair State University Alumni Association is a non-profit organization that has served the graduates of the University since 1910. All graduates of Montclair State, Panzer College, and their earlier embodiments are members of the Association.

The Alumni Association, in cooperation with the Office of Alumni Relations, has the primary responsibility to initiate, encourage, and coordinate solicitations of graduates of Montclair State. The Association's annual solicitation program includes phonathons and direct mail. Unless otherwise designated, all gifts are credited to the Alumni Annual Fund, and are used to sponsor a number of programs each year including Faculty Research Grants, Outstanding Graduate Student Awards, Undergraduate Scholarships, Student Project Grants, Homecoming, on- and off-campus reunions, the Presidential Lecture Series, and travel programs, conferences, seminars, and other noteworthy projects.

The Alumni Association is governed by an elected Executive Board, working in concert with Montclair State's Office of Alumni Relations, consisting of a full-time director, program assistant, and a part-time bookkeeper, and records clerk. The Office of Alumni Relations has the primary responsibility for developing and maintaining the liaison between the University and the Alumni Association, and functions as part of the Division of Institutional Advancement.

The Alumni Relations offices are located on the second floor of the Alumni House at 34 Normal Avenue, across from Sprague Field. Telephone: (201) 655-4141.

**Bookstore:** Located on the ground floor of the Student Center Annex, the University Bookstore sells textbooks, paperbacks, greeting cards, clothing, office supplies, and other items. Hours change each semester but are posted at the front door.

**Campus Ministry Programs:** While Montclair State University does not have a House Of Worship, student needs are served through religious groups, chartered by the SGA. These groups include: Chi Alpha Christian Fellowship, InterVarsity Christian Fellowship, the Jewish Student Union, Montclair Protestant Foundation and Newman - the Catholic Campus Ministry. Chaplains and Campus Ministers can be reached at Newman Catholic Center: (201) 746-2323 or (201) 655-7240; Jewish Student Union (JSU): (201)655-5280; Campus Ministry Office: (201) 655-5364. The JSU Office (Room 409) and the Campus Ministry Office (Room 407) are located in the Student Center. The Newman Center is at 894 Valley Road.

**Career Services:** This office provides career planning and job hunting information to students who are uncertain about their career goals as well as those who have particular goals in mind. Graduate students are welcome to take advantage of all services including individualized counseling by appointment, seminars related to the job hunt, an extensive career library, and listings of full-time and part-time jobs as well as internships.

Especially useful services include full-time and part-time computerized job matching programs and an "Alumni Network" comprised of Montclair State graduates in various career fields who are willing to share career information.

The office is located in the Student Center Annex, Room 104, and is open Monday through Friday from 8:30 a.m.-4:30 p.m. and Thursday evenings until 8 p.m. during the semester. Appointments are not needed to use the career library, attend seminars, or look at the job listings. Appointments with counseling staff may be made by calling (201) 655-5194. Come into the office and see what's available.

**Child Care Center:** The Child Care Center has been designed to be an exciting, inviting place where children can explore a wide variety of materials and activities. The Center provides a developmental program for children ages 3 months to 6 years. The Center may be used by MSU students, faculty and staff for their children.

The Center is located in Stone Hall and the hours are 7:30 a.m. to 6 p.m. Arrangements can be made to provide child care until 8 p.m., if the need exists.

For further information and fees, please contact Janey DeLuca, Director, at (201) 655-7586.

**Counseling:** Psychological Services, Susan Herman Ph.D., Director, Gilbreth House. Brief, short-term psychotherapy is offered without charge to full-time students who believe their fears, conflicts, depressions, tensions, or self doubts are interfering with their academic achievement and optimal growth. Such counseling can provide new perspectives on, better understanding of, and helpful insights into the personal, intellectual and social challenges of university life. The center also sponsors short term groups on various topics of interest to students such as, Adult Children of Alcoholics, Test Anxiety and Interpersonal Groups. These groups are offered each semester, and are available to everyone.

**Confidentiality:** The ethical practices standards of the American Psychological Association are used as guides by the specially appointed staff. This means that the contents of the therapy sessions cannot be disclosed to any one or become a part of your record without permission.

**Appointment Procedure:** Students wishing an appointment should see the Psychological Services secretary, who will schedule an appointment with a psychologist. The office is located in Gilbreth House which is located right behind Freeman Hall, telephone (201) 655-5211.

**Cultural Opportunities:** A number of significant series of cultural events adds to the pleasantness and interest of life on the campus. The Department of Broadcasting, Speech Communication, Dance and Theatre presents several plays each semester, and, in the spring, a major student dance concert. The Department of Fine Arts and the division of galleries together operate exhibit spaces that are generally changed monthly. Distinguished artists visit the campus to talk about their work at the Art Department's Art Forum which takes place on most Thursday afternoons during the semester. The Music Department offers an extensive series of faculty and student concerts and recitals. The Office of Cultural Programming brings to the campus distinguished performers such as Emelyn Williams, Alwin Nikolais and Shapiro and Smith.

During the summer, TheatreFest, the University's professional season stock company, offers a series of shows with renowned stars.

**Dining:** Graduate students may choose a 19, 14, 9, or 5 meals per week dining plan. Each plan may be used in conjunction with a “Free Flow Plus” account which is the campus debit card. The card is available for use in all authorized dining locations in the Student Center and in Blanton and Freeman Dining Halls from 7 a.m.-10 p.m. (hours vary by location). For information, please contact the Office of Residence Life, Bohn Hall, (201) 655-5188, Monday through Friday, 8:30 a.m.-4:30 p.m.

**Further Graduate Study:** Students interested in attending a university for study toward a doctoral degree may find information in Career Services (Student Center Annex, 104). Departmental advisors should be contacted for information related to their specific discipline.

**Health Services:** The Health Center, located on the first floor in Blanton Hall, is open 24 hours a day from 8 a.m. Monday 7:30 a.m. - Saturday 7:30 a.m. during the fall and spring semester. Doctors are also on call 24 hours a day. The Health Center offers services for treatment of short term illnesses and injuries as well as physiological referrals. Allergy injections are given as a courtesy during doctor's hours. Strep test, pregnancy test and urine dips are also done. Discussion and advice on health concerns, as well as referrals, lists of local specialists and facilities are available. Confidentiality is assured by the entire medical staff in any treatment or consultation that occurs in the Health Center.

Doctors Hours:      Monday - Tuesday, 9 - 11 a.m.  
                                 Wednesday - Thursday, 2 - 4 p.m.  
                                 Friday, 9:30 - 11:30 a.m.

Summer Hours:      Health Center is open 8 a.m. to 4 p.m.  
                                 Nurses on duty.  
                                 The Center has regular hours during the month of July.

Mountainside Family Practice may also be called for appointments, but there is a fee for their services.

**I.D.:** Students, faculty and staff are required to have a University-issued Photo Identification Card. This card must be shown to borrow books or copies of tapes from the Library; to use a book on Library reserve; to use the field house; and to participate in various activities sponsored by the Student Government Association and Montclair State University.

All students holding photo I-cards will receive validation labels in College Hall, Room 204 or 216 at the start of each semester. All new students must have their photo taken at the I-card office, Bohn Hall, Lobby Level. Students have 12 months from their date of admission to obtain an I- card. There will be a \$10.00 charge beyond the statute of limitation. Office hours are Monday through Friday, 8:30 a.m.-4:30 p.m., and Thursday evenings until 7 p.m. during the fall and spring semesters only. Please bring your paid receipt or a copy of your class schedule and another form of identification when applying for the I-card. For hours and further information, please call (201) 655-4147.



**Insurance:** Medical insurance is available to all students at low cost, whether full- or part-time. It is mandatory in the state of New Jersey to have medical insurance while attending college or university. Arrangements can be made through the Health Center, (201) 655-4361.

**Older Adult Tuition Waiver Program:** New Jersey residents 65 years of age or older are eligible to take courses on a space available, tuition-waiver basis. To apply contact the Office of Intra-Collegiate Academic Programs, College Hall, Room C306, (201) 655-4431.

**Parking:** The University maintains several parking lots for use by students. These are designated on all campus maps. Montclair State assumes no responsibility for cars or their contents while parked on University property. Parking decals are required of everyone and are available in the Business Services Office in College Hall. Decals must be displayed on all cars parked on campus. Shuttle buses are available to take people to and from parking lots and classroom buildings.

Students who fail to obey parking rules may receive either a municipal or University summons and their cars may be towed.

**Residence Halls Facilities:** The Office of Residence Life provides housing for graduate students in the Clove Road Apartment complex. The Office of Residence Life (Room 411 Bohn Hall) is open on weekdays from 8:30 a.m. to noon and 1-4:30 p.m., closed on holidays and weekends, and may be reached at (201) 655-5188.

**Security and Safety:** Assistance is provided by the Campus Police and Security Department in several ways: protection, investigation, service, information, and advice.

Campus Police will respond to all criminal activity, investigate all motor vehicle accidents, other incidents, and enforce all applicable laws and University regulations. Students are encouraged to report any incidents of a suspicious nature.

Some of the services offered to students by the Campus Police and Security Department are: services to motorists (keys locked in car, stalled or disabled vehicle), temporary parking permits (emergencies, temporary use or replacement vehicle, guests on campus, temporary overnight or disabled parking), and information on rape awareness, substance abuse, and crime prevention.

In case of fire or a life threatening emergency, dial extension 4111 on the campus line. For other assistance, dial extension 5222. Emergency call boxes are located on light posts throughout the parking areas as well as buildings around campus. These phones provide a direct line to the police dispatcher.

**Student Center and Dining Facilities:** The Student Center contains the University Bookstore (books, supplies, clothing, gifts, etc.), Convenience Store, Information Desk, gameroom, Flea Market, and dining facilities.

There are a variety of dining options in the Student Center: the cafeteria, waitress service dining room, Rathskeller/pizzeria, Convenience Store, and vending machines which provide snacks and cold beverages. There is also a satellite operation in College Hall, The Café.

The Student Center is open when classes are in session throughout the academic year. During examination time and over holidays, modified hours will be posted.

For further information, call (201) 655-7548 or 4411.

**Transcripts:** To obtain a transcript, students must complete a transcript request form, available through the Office of the Registrar. A fee of \$3.00 per copy (MSU undergraduate and graduate records for same student are considered one copy) is payable in advance to Montclair State University. Please allow 10 working days for processing of all transcript requests. Additional time should be allowed for transcripts processed at the conclusion of each semester or session. Same day processing service is available at a charge of \$10.00 per copy and \$6.00 for each additional copy

Transcripts will not be released for students who have an obligation (i.e., financial, library, parking, loan, etc.) to Montclair State University.

**Women's Center:** The Women's Center is located in the Student Center, Rooms 420-422, telephone (201) 655-5114. The Women's Center aids in the education of women and men with respect to their changing roles, rights and responsibilities in today's world. Different programs/workshops and weekly noon discussion/support groups are offered each semester. A reference library and a referral service are available to Montclair State and the nearby community on a continual basis.

# ANTHROPOLOGY

*Chairperson: Dr. Kenneth Brook*

*Program Coordinator: Dr. Kenneth Brook*

## COMBINED BACHELOR AND MASTER OF ARTS IN PRACTICAL ANTHROPOLOGY

### THE PROGRAM

The five-year combined undergraduate and graduate program in practical anthropology culminating with the MA degree provides an integrated and challenging approach to undergraduate and graduate education in anthropology. Its primary objective is to provide students with the knowledge, skills and experience required to pursue careers in applied anthropology in non-academic settings. Its emphasis is on practice and the utilization of anthropological knowledge as well as adherence to the discipline's four-field approach and culture area perspective. Recognizing new occupational opportunities for practicing anthropologists, the program has been commended for the balance it achieves between academic integrity and practical concerns.

### CAREER OPPORTUNITIES

- Museum curatorial work, contract archaeology;
- Historical preservation and reconstruction;
- Government and private planning and research agencies;
- International relations organizations;
- Public interest organizations, community planning;
- Medical and mental health programs;
- Helping professions;
- Market research, consumer affairs

### PROGRAM OBJECTIVES

- To familiarize students with anthropology's holistic and unifying perspective by introducing them to the integrative nature and practical applications of data from the discipline's four major subfields.
- To foster the development of cultural sensitivity through course work which addresses basic uniformities in human concerns and generates understanding of diverse cultural responses to them.
- To introduce students to the applications of anthropological theory and insights in contemporary affairs, and to the variety of contexts within which practicing anthropologists function.
- To instruct students in the qualitative and quantitative methodologies used by practicing anthropologists.



- To provide specialized preparation for students in needs and impact assessment, program evaluation, policy development, communication and mediation, cultural resource management.
- To provide actual field experience in the practice of anthropology by placing students in regional public and private agencies, where under faculty guidance and agency supervision, they assume responsibility for completing a significant project.
- To educate students about career opportunities in applied anthropology and the best strategies to be used in marketing their skills and experience.

## PROGRAM OVERVIEW

In combination, undergraduate and graduate course work in anthropology includes the following areas: basic core courses; practical anthropology; methods in anthropological research and practice; urban anthropology; culture change; quantitative methodology; computer applications; non-Western cultures; and topical courses related to the student's career interests. Apprenticeship and treatise requirements are fulfilled in cooperation with faculty advisors.

## ADMISSION TO THE PROGRAM

The needs of graduate applicants are reviewed on an individual basis to insure that prerequisites for successful completion of the program are satisfied. In the process, every effort is made to minimize the number of undergraduate courses required of entering new students. During the final year of the program, each student conducts an apprenticeship in an actual work setting under the supervision of a professional anthropologist. To be awarded the MA in Practical Anthropology, students must achieve a minimum 3.0 average, pass a comprehensive departmental examination, and complete a treatise based upon the apprenticeship experience. Students interested in this innovative and comprehensive program are advised to contact the department chair or program coordinator for further information.

## ANTHROPOLOGY

### Course Descriptions

### Semester Hours

#### **PRAN 420 PRE-APPRENTICESHIP IN ANTHROPOLOGY 3**

Students design their apprenticeship in Anthropology by completing the following tasks in cooperation with the program's director: identification of potential organizations for internship placement; initial agency visitations; selection of internship setting; and identification of a practical research problem. Prior to preparing an apprenticeship contract, each student is required to review related literature, produce a statement of objectives, and formulate a preliminary plan for conducting the project.

*Prerequisite: ANTH 321.*

**PRAN 520 APPRENTICESHIP IN ANTHROPOLOGY 6**

As an outgrowth of their pre-apprenticeship experiences, students are required to implement their practical anthropological fieldwork projects. Under faculty guidance and agency supervision, students are to complete the following tasks: the development of the project design, the subsequent collection and analysis of data and the writing of a preliminary agency report. These experiences afford students opportunities to both test their acquired knowledge and to gain disciplined practice in their profession.

*Prerequisite: PRAN 420.*

**PRAN 531 REGIONAL STUDIES IN PRACTICAL ANTHROPOLOGY 3**

This course uses anthropological approaches to primary and secondary data sources and participatory methodologies in exploring contemporary issues in the New York-New Jersey metropolitan area. Focal issues will vary from semester to semester.

**PRAN 620 POST-APPRENTICESHIP IN PRACTICAL ANTHROPOLOGY 4**

The preparation and approval of a formal and systematically written monograph, based on an applied anthropology apprenticeship conducted in an agency or other appropriate setting.

**ANTH 530 ANTHROPOLOGY OF INSTITUTIONAL LIFE 3**

An analysis of the relationship between culture, society, personality and institutional life. Emphasis is placed on the relationship between formal organizations and public interests.

**ANTH 537 RESPONDING TO CULTURE CHANGE 3**

Emphasis on the dynamics of cultural preservation, transmission, and change. Factors and conditions which retard and/or stimulate culture change are considered in transcultural perspective. A unit of study is devoted to the psycho-cultural consequences of rapid change.

**ANTH 538 ETHNOPSYCHOLOGY 3**

This is an interdisciplinary course on convergencies of theoretical and methodological concepts from anthropology and psychology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with PSYC 538.

*Prerequisite: Undergraduate work in psychology or anthropology.*

**ANTH 542 CONTRACT ARCHAEOLOGY 3**

The course provides a comprehensive knowledge of cultural resource surveys. Included is the study of the Federal and State legislation governing contract archaeology. Other topics include: ethics, reading engineering plans, interviewing local informants, conducting documentary research and discussing various subsurface testing strategies. To gain practical experience, the student is required to prepare a cultural resource survey.

*Prerequisite: ANTH 205 or instructor's permission.*

**ANTH 543 APPLIED MEDICAL ANTHROPOLOGY 3**

This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.

*Prerequisite: ANTH 413 or instructor's permission.*

**ANTH 544 DEVELOPMENT ANTHROPOLOGY 3**

A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.

**ANTH 545 ANTHROPOLOGY AND  
INTERNATIONAL COMMUNICATION 3**

This course provides students with the knowledge of how to apply anthropological concepts to the practical world of international business, diplomacy and service. It focuses on the integration of verbal and non-verbal communication, as well as on cultural and personal values in the context of differences (rather than similarities) between members of different countries/cultures. Emphasis is placed on educating students on how to interact and communicate in new cultural and/or international settings.

**ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3**

Under faculty guidance, the student works independently throughout the academic year on a delimited problem in anthropology. Course includes presentation of proposal, execution and write-up of research, and oral defense of findings.

*Prerequisites: Permission of the graduate advisor and instructor.*

**ANTH 603 READING SEMINAR IN ANTHROPOLOGY 2**

Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination.

# BIOLOGY

*Department Chairperson: Dr. Bonnie K. Lustigman*

*Graduate Advisor: Dr. Larry Cribben*

The graduate programs in the Biology Department are designed to enable a student to develop his or her preparation for a career in biological fields requiring advanced training or for the teaching profession.

Research facilities of the Biology Department are maintained in Mallory and Finley Halls and include specialized equipment for molecular biology, electron microscopy, botany, microbiology, immunology, aquatic biology, tissue culture, animal behavior, and cell physiology. Additionally, the facilities at the New Jersey Marine Sciences Consortium, and other departments in the School of Mathematical and Natural Sciences are available for cooperative graduate research. Faculty research interests include aquatic and terrestrial ecology, environmental toxicology, developmental biology, parasitology, entomology, microbiology, immunology, cell physiology, and molecular biology. The Biology Department has recently established a state-of-the-art molecular biology laboratory for teaching both introductory and advanced courses in molecular biology and biotechnology.

The Biology Department offers thesis and non-thesis students opportunity for graduate research under faculty supervision in selected areas of biology. Original research should not exceed 8 semester hours for thesis students and 4 semester hours for non-thesis students. Students must complete a minimum of 26 semester hours in biology and a maximum of 6 semester hours in approved electives, completing 32 semester hours in coursework.

## ADMISSION REQUIREMENTS

Prior to matriculation for the Master of Science degree in biology, the student should have completed a subject matter of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

In cases where there has been a weak undergraduate program in the major and/or collateral fields, prerequisite courses, which will not count towards graduate credit, may be assigned.

The matriculation program for MS candidates is prepared in consultation with the biology graduate advisor. Changes in the program can be made only with the written approval of the graduate advisor. It is the responsibility of the student to keep the advisor informed of progress in the program.

	Semester Hours
I. Required Courses:	
BIOL 514 Graduate Seminar in Biology .....	1
BIOL 599 Introduction to Biological Research .....	4
II. Electives	
A. Biology Courses at Montclair State .....	17-27



B. Biology Courses at NJ Marine Sciences Consortium .....	0-4
(With approval of graduate advisor and Graduate Studies)	
C. Non departmental Approved Electives .....	0-6
(With approval of graduate advisor and Graduate Studies)	
III. Comprehensive Examination	
All students are required to take a comprehensive examination in core areas of molecular biology, ecology, and physiology.	

<b>BIOLOGY</b>	
<b>Course Descriptions</b>	<b>Semester Hours</b>

<b>BIOL 510 THE TEACHING OF BIOLOGY IN SECONDARY SCHOOLS</b>	<b>3</b>
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Seminar and research course designed for study of methods and practices being used in teaching of secondary school biology.

*Prerequisites: 24 semester hours in biology or permission of instructor.*

<b>BIOL 512 TOPICS IN MODERN GENETICS</b>	<b>3</b>
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Seminar course. Selected topics from current developments in genetic research, including chromosome and gene fine structure, extra chromosomal genetic elements, genetic engineering, and aspects of biomedical genetic research.

*Prerequisites: Undergraduate course in genetics and undergraduate course in biochemistry.*

<b>BIOL 514 GRADUATE SEMINAR IN BIOLOGY</b>	<b>1</b>
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Through a series of seminars delivered by faculty and guests, students will survey a broad range of topics in modern biology, and be introduced to the variety of specializations represented within the department. Emphasis shall be placed on recent advances in diverse areas of biology.

*Prerequisites: Matriculation for M.S. degree in biology or permission of instructor.*

<b>BIOL 520 PLANT PHYSIOLOGY</b>	<b>4</b>
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Investigation of physiology of plants. Plant growth, development and reproduction as well as the new advances in plant physiology. Water relations of plants, mineral nutrition, physiological significance of soil and soil moisture, photosynthesis, respiration, plant biosynthesis and dynamics of growth.

*Prerequisites: Organic chemistry, one year of botany.*

<b>BIOL 521 FIELD STUDIES OF FLOWERING PLANTS</b>	<b>4</b>
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The taxonomy, evolutionary trends and ecological adaptations of the gymnosperms and angiosperms. A variety of habitats will be visited and analyzed.

*Prerequisites: One year of botany and field experience in ecology.*

<b>BIOL 523 MYCOLOGY</b>	<b>3</b>
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Identification, and classification of fungi.

*Prerequisite: Microbiology, one year botany or permission of instructor.*

**BIOL 531 MEDICAL PARASITOLOGY 3**

To study the phenomenon of parasitism as applied to man and his domestic animals. Areas of emphasis include specific adaptations for parasitism and transmission, effects on the host, epidemiology and control.

**BIOL 532 INSECT ECOLOGY AND BEHAVIOR 3**

This course considers the relationship of insects to their environment, insect populations, and insect behavior.

*Prerequisite: One year entomology.*

**BIOL 542 ADVANCED ENDOCRINOLOGY 3**

A study of the physiology of the mammalian endocrine system with emphasis on hormonal control of homeostasis.

*Prerequisite: BIOL 446.*

**BIOL 543 ADVANCES IN IMMUNOLOGY 3**

To study in detail selected topics in immunology.

*Prerequisites: 24 semester hours in biology, immunology, and 8 hours of chemistry, or instructor's permission.*

**BIOL 544 COMPARATIVE ANIMAL PHYSIOLOGY 4**

The physiological mechanisms involved in the varied responses of both vertebrates and invertebrates to critical fluctuations of their physico-chemical environment.

*Prerequisites: Cell biology, general physiology, one year zoology and 24 semester hours in biology.*

**BIOL 545 EXPERIMENTAL ENDOCRINOLOGY 4**

A seminar and laboratory course in endocrinology in which the various endocrine glands will be surgically removed or chemically destroyed and the morphologic and physiologic effects measured and observed.

*Prerequisites: 24 semester hours in biology including BIOL 446 Endocrinology or BIOL 442 Human Physiology, and BIOL 513.*

**BIOL 546 TOPICS IN PHYSIOLOGY 4**

To give the student an in-depth understanding of three specific areas of human physiology. The areas selected are those in which there is a rapidly expanding body of knowledge. The areas covered will be kidney physiology in health and disease; neurotransmitters and modulation in the central nervous system; homeostatic processes in the myocardium and blood vessel walls in health and disease.

*Prerequisites: BIOL 440, 442 and CHEM 231 or equivalents.*

**BIOL 547 MOLECULAR BIOLOGY I 3**

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information.

*Prerequisites: Cell Biology, and one year of organic chemistry.*

**BIOL 548 MOLECULAR BIOLOGY II 4**

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information. The laboratory will deal with up-to-date investigative procedures via selected experiments.

*Prerequisite: BIOL 547.*

**BIOL 549 TOPICS IN DEVELOPMENTAL BIOLOGY 3**

Seminar in the regulation of developmental events, including both classical morphogenesis and recent advances using techniques of cell and molecular biology.

*Prerequisites: Genetics and Embryology.*

**BIOL 550 TOPICS IN MICROBIOLOGY 3**

Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas.

*Prerequisites: BIOL 350 and CHEM 231 or equivalent.*

**BIOL 551 INTERMEDIARY METABOLISM I 3**

Discussion of interrelationships of catabolic and anabolic paths. Primary emphasis is placed on the metabolism of nucleic acids, carbohydrates, and proteins.

*Prerequisite: BIOL 444 or CHEM 470 or equivalent.*

**BIOL 552 INTERMEDIARY METABOLISM II 3**

Biological cycles, unity and diversity in metabolic paths, metabolic evolution, metabolic control mechanisms and other special topics. Primary emphasis is placed on the metabolism of lipids.

*Prerequisite: BIOL 551 or instructor's permission.*

**BIOL 553 MICROBIAL ECOLOGY 4**

Exploration of the essential role of microorganisms in the ecosystem. Lecture, field trips and laboratory will demonstrate the ubiquitous and highly adaptive evolution of microorganisms, their interrelationships and their profound influence on the biosphere.

*Prerequisites: General botany, general chemistry, and elementary microbiology or mycology.*

**BIOL 554 MICROBIAL PHYSIOLOGY 3**

A study of microorganisms in terms of their morphology and metabolism. The significance of metabolic diversity and secondary metabolic products of various microorganisms will be explored through lecture topics. The economic significance of microbial metabolism in relation to industry and pathogenic diseases will be emphasized.

*Prerequisites: BIOL 350 or equivalent, CHEM 231 or equivalent.*

**BIOL 570 ECOLOGY 3**

Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.

*Prerequisites: General Botany, General Zoology, and Plant Taxonomy or equivalent required for environmental studies degree.*

**BIOL 571 PHYSIOLOGICAL PLANT ECOLOGY 4**

The effects of soil, light, and water on plant growth, as well as, toxic effects of metals and salinity are measured using growth chamber and greenhouse facilities.

*Prerequisite: Principles of Ecology or New Jersey Flora.*

**BIOL 572 ECOLOGY OF THE ESTUARY 4**

Important biotic, chemical and physical parameters of New Jersey's estuaries. Evolution and successional trends of estuarine communities. Ecology of individual communities studies by field trips to Delaware Bay shore and to some Atlantic coast bays, marshes and offshore barrier islands. Also offered at the New Jersey Marine Sciences Consortium.

*Prerequisites: Two years of biology; permission of instructor.*

**BIOL 573 BENTHIC ECOLOGY 4**

Community structure, trophic dynamics, species diversity and distribution of bottom dwelling organisms in relationship to their environment; lectures, laboratory work and field investigations of marine benthos. Also offered at the New Jersey Marine Sciences Consortium.

*Prerequisites: One year of chemistry, general botany, and invertebrate zoology.*

**BIOL 597 RESEARCH IN BIOLOGICAL LITERATURE 1**

To allow the student to investigate and evaluate a specific topic in biology under the supervision of a faculty member and to develop the student's skills in presenting current research in both the written and oral modes.

*Prerequisites: BIOL 514 and graduate matriculation.*

**BIOL 599 INTRODUCTION TO BIOLOGICAL RESEARCH 4**

A research experience in which students will be exposed to current biologic techniques by working with scientific investigators in industry, or within the department. Students will work on projects involving research techniques, data collection and the analysis and interpretation of the data.

*Prerequisites: At least 18 graduate credits in Biology and permission of a committee of three biology graduate faculty members, one of whom is the graduate advisor, and department chair.*

**BIOL 600 THESIS RESEARCH IN BIOLOGY 3**

This course is designed to provide hands on experience in the techniques of research in a well-defined area of biology. Design of an experiment and problem solving will be emphasized.

*Prerequisites: Matriculation in biology graduate program, approval of department chairperson and graduate advisor, as well as faculty sponsor who will supervise research.*



# BUSINESS ADMINISTRATION

*Master of Business Administration (MBA) Director: Dr. Joseph A. Greco,  
Morehead Hall 103*

## THE MONTCLAIR MBA

The goal of the Montclair State University Master of Business Administration Program is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgements, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The curriculum stresses the theoretical foundations of management oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.

The Montclair MBA provides the opportunity to design unique programs to meet your specific needs and interests. You may choose to concentrate in a particular area or you may select an array of advanced courses which will provide a broad, general education. Over 95 percent of the MBA classes are taught by full-time faculty with doctoral or other appropriate terminal degrees. The remaining classes are taught by persons with outstanding professional credentials. The faculty's publication interests include refereed journal articles, textbooks, professional publications, governmental hearings, consulting reports, etc.

The School of Business Administration invites applications from persons with baccalaureate or post-baccalaureate degrees. Because we actively seek a diverse student body, all previous academic majors are considered for admission. Both full- and part-time students are welcome. The courses are offered primarily in the evening.

## CURRICULUM

The curriculum consists of 63 semester hours, of which 33 hours are devoted to a common body of knowledge, 21 hours are elected from advanced courses and 9 hours are allocated to integrating courses. In planning your program, keep the following in mind:

- Within the 21 semester hours of advanced courses, to meet one's particular needs and interests you may develop an area of concentration, or, you may choose to develop a general program without a concentration. Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. There are no rigid course requirements for any given concentration (i.e., from an area's advanced course offerings, you may select the 9 or 12 hours which best fulfill your particular educational goals). Of the remaining 9 or 12 hours, no more than 6 hours may be taken in any one discipline. If a concentration is not elected, among the disciplines, no more than 6 hours can be taken in any discipline. In planning advanced study, you should review the Tri-Annual

Course Offering Projection to be certain you can enroll in the courses wanted within the time allotted for education.

- An approved undergraduate calculus course is a program prerequisite. Applicants with undergraduate records that do not include such a course will be required to complete MATH 114 Mathematics for Business II: Calculus, (3s.h.), or a similar course, prior to enrolling in FINQ 501 Statistical Methods. This prerequisite calculus course will not be included toward fulfilling the student's total MBA graduate credit hours requirement.
- Students must complete the core courses prior to enrolling in the advanced courses. Exceptions are allowed only if appropriate core courses are not offered.
- All courses taken outside the School of Business Administration must be approved by the MBA Director prior to enrollment.
- All programs must be approved by the MBA Director. To qualify for graduation, you must adhere to your approved program.

## ADVANCED ACADEMIC STANDING AND TRANSFER STUDENTS

Through prior academic experience, challenge examinations and/or graduate level transfer credits, the 63 semester hour MBA requirement may be reduced by a maximum of 30 semester hours. The remaining 33 semester hours must be completed at Montclair State University and must meet the following minimum requirements:

- At least 21 semester hours must be earned in courses beyond the Business Core.
- Students must complete the Integrating Core courses at Montclair State University.
- If a concentration is elected you must earn all concentration credits at Montclair State.

## ADMISSION INFORMATION

Candidates are required to submit an application for graduate admission which includes:

- Two official copies of the academic transcript from each college and/or university attended.
- Scores from the Graduate Management Admission Test.
- A statement of professional objectives.
- Two letters of recommendation from persons qualified to evaluate the applicant's promise of academic achievement and potential for professional growth.
- Although prior work experience is not an admission requirement, it is strongly recommended for all MBA applicants.
- A non-refundable fee of \$35.00 must accompany each application. Application materials must be obtained from and/or returned to:

Office of Graduate Studies

Montclair State University, Upper Montclair, NJ 07043

APPLICATIONS MAY BE SUBMITTED AT ANY TIME OF THE YEAR.

# GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is required of all students. *No application will be considered without these scores.* Under the auspices of the Educational Testing Service, the test is offered by various colleges and universities including Montclair State University. For exact dates and locations contact: The Education Testing Service, Box 966, Princeton, New Jersey 08541.

## REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

Courses				Semester Hours	Prerequisites
I.	Business Core (33 semester hours)				
	ACCT	501	Financial Accounting	3	
	ACCT	502	Managerial Accounting	3	ACCT 501, ECON 501
	ECON	501	Economic Analysis	3	
	ECON	505	Aggregate Economics	3	ECON 501
	FINC	501	Corporate Financial Management	3	ACCT 501, ECON 501; Corequisite: INFO 501
	INBS	501	International Business: Concepts and Issues	3	ACCT 501, ECON 501, FINC 501, MGMT 501, MKTG 501
	INFO	501	Statistical Methods	3	Calculus
	INFO	503	Information Systems	3	
	INFO	505	Production/Operation Management	3	INFO 501, MGMT 505
	MGMT	505	Management Process and Organizational Behavior	3	
	MKTG	501	Fundamentals of Marketing	3	

### II. Advanced Courses (21 semester hours)

All students must select 21 semester hours from among the advanced (non-core) courses. Students may design program concentrations to meet specific needs and interests; or, they may choose not to concentrate and select an array of courses which will provide a broad, general education. In either case, a student's program must meet breadth requirements and must be approved by the MBA Director prior to enrolling in advanced courses.

III. Integrating Core (9 semester hours)

INTR	570	Business and the Sociopolitical Environment	3
INTR	580	Strategy and Business Policy	3
INTR	590	Seminar on Critical Issues in Business	3

Students must complete the Business Core and at least 12 semester hours of advanced courses prior to enrolling in the integrating courses. Integrating courses must be completed at Montclair State University.

TOTAL SEMESTER HOURS ..... 63

ADVANCED COURSES AND FIELDS OF CONCENTRATION

Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. The following course groupings provide an approximate guide to the types of subjects considered complementary to the various noted fields. Depending upon when one enters and the sequence of course offerings, some concentrations may not be available to some students. In planning advanced study, review the Tri-Annual Course Offering Projection to be certain you can achieve your courses within the time you have allotted for your education. In all cases, your program must be approved by the MBA Director prior to enrolling in advanced courses.

Accounting

This field of concentration is designed to prepare students for careers in accounting and financial management. It also will enhance the accounting knowledge of students whose career objectives include financial analysis and/or general management. A typical program would emphasize courses in financial and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ACCT 520 Contemporary Issues in Financial Accounting I
- ACCT 521 Contemporary Issues in Financial Accounting II
- ACCT 523 Accounting for Business Combinations
- ACCT 524 Auditing Concepts and Techniques
- ACCT 525 Fundamentals of Federal Taxation
- ACCT 540 International Taxation and Accounting

To be eligible to sit for the Certified Public Accountant (CPA) examination, students must have a baccalaureate degree with at least 60 semester hours of liberal arts courses and the following semester hours of undergraduate and/or graduate credit:

- 24 semester hours of Accounting,
- 6 semester hours of Business Law,
- 6 semester hours of Economics,
- 6 semester hours of Finance, and
- 18 semester hours of related business courses

There are additional requirements. For further information contact the MBA Director.



## **Business Economics**

This area prepares students to perform certain economic analyses for business or government (e.g., developing forecasts, cost-benefit analyses, public policy analyses, etc.). Students are provided with an institutional and theoretical understanding of the economic environment within which business and government form decisions. Topics include theories of pricing; the analysis of market demand; the economic role of money, credit, the Federal Reserve System, and Treasury Operations; the factors comprising aggregate demand and how they interact to determine employment, output and level of prices; the economic impact of international activity, etc. Also of importance is the development of an understanding of how governmental policies affect business performance. A typical program would emphasize courses in finance and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ECON 502 Financial Institutions and Monetary Policy
- ECON 503 Economic Problems of the Third World
- ECON 508 Economics of Public Management
- ECON 510 Urban Economics: Problems and Policy
- ECON 533 Corporations and International Financial Markets
- ECON 541 Foundations of Contemporary Economic Thought
- ECON 542 Economic Fluctuations and Forecasting
- ECON 543 United States and the World Economy
- ECON 544 Government and Business
- ECON 545 Economics of Labor

## **Finance**

This field prepares students for careers in the financial management of business and financial intermediaries (e.g., commercial banks, savings and loan institutions, investment banking, etc.). It also provides an excellent preparation for careers in brokerage and bond houses, financial counseling, and investment counseling. To develop an understanding of the role of finance in the administrative decision-making process, the field provides students with a knowledge of mechanisms, operations, and institutions of the financial system. A typical program would emphasize courses in accounting, business economics and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- FINC 551 Investments, Portfolios and Security Analysis
- FINC 552 International Financial Policy
- FINC 553 Advanced Investments
- FINC 554 Advanced Financial Policy
- FINC 576 Financial Innovations: Instruments and Institutions

## **Management**

This field is designed for students preparing for careers in organization, personnel and operations management. The courses provide education in organization theory and behavior, the management of human resources, operations, and information systems. In all areas the emphasis is upon developing a thorough comprehension of potential management problems and the effectiveness and limitations of analytical techniques employed in their solution. Courses include such topics as: process and equipment selection, inventory control, distribution systems, quality control, employee motivation, group behavior, international business management, etc. A typical program would include courses in all other areas (i.e., accounting, business economics, finance, market-

ing and quantitative analysis) and 9 or 12 hours chosen from among the following courses:

INFO	514	Management and the Computer
INFO	535	Advanced Information Systems
MGMT	510	Personnel Management
MGMT	511	Issues in International Management
MGMT	512	Organizational Development
MGMT	513	Leadership and Behavior

### **Marketing**

The Marketing concentration is designed to meet the needs of students interested in pursuing careers in a variety of marketing functions (e.g., product planning, marketing research, sales management, advertising, marketing planning, etc.). The courses are designed to provide students with a firm knowledge of the institutional and analytical aspects of the subject with a strong emphasis on decision making strategies and the development of solutions to practical marketing problems. A typical program would emphasize courses in business economics, management, and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

MKTG	591	Consumer/Buyer Behavior
MKTG	592	International Marketing Management
MKTG	593	Product Planning/New Product Management
MKTG	594	Marketing Research and Information Systems
MKTG	595	Marketing Management

### **Quantitative Analysis**

This field provides education in quantitative analytical methods for solving managerial and research problems. The purpose of these courses is to develop a theoretical understanding of, and a practical facility with statistics, computers, and operations research. Course topics include such subjects as descriptive statistics, probability, queueing, business models, multiple regression, non-parametric statistical analyses, etc. The quantitative concentration will complement any career which employs mathematical and statistical analyses. With the assistance of the MBA Director, students selecting this concentration may develop programs that include courses drawn from offerings in computer science and mathematics. A typical program would emphasize courses in business economics, finance and management, and 9 or 12 hours chosen from among the following courses:

INFO	502	Operations Research
INFO	531	Business Models
INFO	532	Statistical Inference For Business
INFO	533	Stochastic Models
INFO	534	Multivariate Analysis
INFO	550	Total Quality Methods

### **International Business**

A concentration in International Business is in the final stages of academic program approval. Please contact the M.B.A. Director for information.

# BUSINESS ADMINISTRATION

## Course Descriptions

### ACCOUNTING COURSES

#### Semester Hours

#### **ACCT 501 FINANCIAL ACCOUNTING 3**

A study of basic accounting concepts and their significance to the financial analyst and manager. Problems relating to income determination, valuation, reporting and analysis are stressed. Alternative conceptual foundations of reporting standards are presented and evaluated.

#### **ACCT 502 MANAGERIAL ACCOUNTING 3**

The development and use of accounting information for decision-making and control. Alternative cost concepts, cost volume profit analysis, and relevant costing techniques are introduced in the context of providing information for solving pricing, make or buy; product-mix; and resource utilization problems. The use of accounting data for control systems, variance analysis and performance evaluation are presented.

*Prerequisites: ACCT 501, ECON 501.*

#### **ACCT 520 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING I 3**

The course builds on material presented in the financial accounting course ACCT 501. Students should gain an improved understanding of the techniques and underlying rationale of methods used to accumulate financial and operating data. Also improves skill in analyzing information provided in annual financial reports.

*Prerequisite: ACCT 501.*

#### **ACCT 521 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING II 3**

Continuation of Contemporary Issues in Financial Accounting I. Enables students to acquire an improved understanding of the composition and significance of various segments of the balance sheet, especially non-current assets, non-current liabilities, stockholders' equity, and statement of changes in financial position.

*Prerequisites: ACCT 520.*

#### **ACCT 523 ACCOUNTING FOR BUSINESS COMBINATIONS 3**

Presents the conceptual foundations and current reporting practices of accounting for business combinations. Purchase and pooling methods of accounting for business acquisitions and preparation of consolidated financial statements are extensively covered.

*Prerequisite: ACCT 520 or instructor's permission.*

#### **ACCT 524 AUDITING CONCEPTS AND TECHNIQUES 3**

A course in auditing principles, theory, design, and techniques. Theory, practice and techniques are integrated through the use of current auditing problems and student performance of a simulation audit of selected financial statement data.

*Prerequisite: ACCT 520.*



**ACCT 525 FUNDAMENTALS OF FEDERAL TAXATION 3**

The development and use of principles and concepts of federal tax laws affecting nonbusiness entities. Analysis of internal revenue code and regulations as well as pertinent cases in the areas of gross income. Characterization of gains and losses, taxpayer status, and deductions will be studied.

*Prerequisite: ACCT 501.*

**ACCT 540 INTERNATIONAL TAXATION AND ACCOUNTING 3**

The course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports, and business site locations. Cross listed with Marketing, INBS 540.

*Prerequisite: ACCT 501.*

**ACCT 575 INDEPENDENT STUDY IN ACCOUNTING 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**ACCT 577 SELECTED TOPICS IN ACCOUNTING 3**

An in-depth study of a selected topic, issue, problem or trend in accounting. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**BUSINESS ECONOMICS COURSES**

**ECON 501 ECONOMIC ANALYSIS 3**

The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.

**ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3**

Analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.

*Prerequisite: ECON 501.*

**ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**

A survey of major economic problems of the Third World; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.

*Prerequisite: ECON 501.*



**ECON 505 AGGREGATE ECONOMICS 3**

Develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models the course examines current research and reviews the economy's recent macroeconomic performance.

*Prerequisite: ECON 501.*

**ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision-making processes of government. Alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

*Prerequisite: ECON 501.*

**ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

Studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and nonmarket phenomena.

*Prerequisite: ECON 501.*

**ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Marketing, INBS 533.

*Prerequisite: ECON 501.*

**ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; the uses and limitations of economic theory.

*Prerequisite: ECON 501.*

**ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod Domar model and other modern theories of growth.

*Prerequisite: ECON 505.*

**ECON 543 UNITED STATES AND THE WORLD ECONOMY 3**

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

*Prerequisite: ECON 505.*

**ECON 544 GOVERNMENT AND BUSINESS 3**

The evolution of government influences on the functioning of the American economy. The causes and consequences of government regulation and control. The importance of economic analysis in the foundation of public policies.

*Prerequisites: ECON 501.*

**ECON 545 ECONOMICS OF LABOR****3**

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits and industrial peace.

*Prerequisite: ECON 501.*

**ECON 575 INDEPENDENT STUDY IN ECONOMICS****1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course when taken in the MBA program. Written permission of the department chairperson and the instructor must be secured prior to enrolling in this course when taken in the MA program in Social Science, concentrating in Economics.*

**ECON 577 SELECTED TOPICS IN ECONOMICS****3**

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**FINANCE COURSES****FINC 501 CORPORATE FINANCIAL MANAGEMENT****3**

An introductory course in corporate financial management which provides students with an understanding of the fundamental concepts of modern finance from an analytical and quantitative perspective and serves as a foundation course for further work in finance. The course stresses: valuation; capital budgeting decisions; capital structure and dividend decisions.

*Prerequisite: ACCT 501, ECON 501; majors only.*

*Corequisite: INFO 501.*

**FINC 551 INVESTMENTS, PORTFOLIOS AND  
SECURITY ANALYSIS****3**

Develops the analytical methods relevant to investment management. Techniques are presented for the evaluation of corporate equity, debt, and other securities. Portfolio theory is presented in the context of formulating and managing appropriate asset portfolios.

*Prerequisites: FINC 501.*

**FINC 552 INTERNATIONAL FINANCIAL POLICY****3**

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Marketing, INBS 552.

*Prerequisite: FINC 501*

**FINC 553 ADVANCED INVESTMENTS 3**

Examines the function of financial markets especially as they affect the management of financial institutions. Emphasis is placed on the analysis of financial markets from the viewpoint of the corporate financial manager.

*Prerequisite: FINC 501.*

**FINC 554 ADVANCED FINANCIAL POLICY 3**

Focuses on the application of valuation, investment, financing and dividend decisions to case studies. It examines various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.

*Prerequisite: FINC 501.*

**FINC 575 INDEPENDENT STUDY IN FINANCE 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**FINC 576 FINANCIAL INNOVATIONS: INSTRUMENTS AND INSTITUTIONS 3**

Designed to describe and analyze the new developments in the field of finance - corporate, international and financial markets and institutions - that have appeared over the last five years and the possible directions for the future. The content of the course is intended to be dynamic rather than static, as new financial instruments and institutions are introduced into this fast changing field.

*Prerequisites: Two of the following: FINC 551, FINC 552, or FINC 554.*

**FINC 577 SELECTED TOPICS IN FINANCE 3**

An in-depth study of a selected topic, issue, problem or trend in finance. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**MANAGEMENT COURSES**

**INFO 503 INFORMATION SYSTEMS 3**

Examines the information requirements of an organization. The differences in the kinds of information needed at the various organizational levels (operational, administrative and strategic) are emphasized. How to plan and implement a comprehensive information system is discussed as well as methods to measure its effectiveness.

**INFO 514 MANAGEMENT AND THE COMPUTER 3**

Study of computers and their use as management tools in information systems, research, control procedures, production, finance, modeling, and decision making. Topics include description of end application of different hardware and software components and programming concepts. Computer cost benefit analysis in all of the above and in systems applications.

*Prerequisites: INFO 503, MGMT 505.*



**INFO 535 ADVANCED INFORMATION SYSTEMS 3**

Conceptual foundations of information systems including the nature of information, the impact of information systems on the organization and managing the information services function. Explores most current technology in the area of operating systems software, including multiprocessing, multiprogramming, virtual storage and other operating systems, as well as applications software systems.

*Prerequisite: INFO 503.*

**MGMT 505 MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOR 3**

Review of classical and modern approaches to the managerial process as it relates to the manager's functions of planning, organizing, staffing, leading, and controlling. These reviews will be tied to the open-system model and the contingency approach as an overall framework for understanding the management of organizations.

**MGMT 510 PERSONNEL MANAGEMENT 3**

Review of current literature from the behavioral sciences that apply to recruitment, selection, training, performance evaluation, labor relations, compensation, health and safety, and management development. Current problem applications are emphasized.

*Prerequisite: MGMT 505.*

**MGMT 511 ISSUES IN INTERNATIONAL MANAGEMENT 3**

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Marketing, INBS 511.

*Prerequisites: ECON 501, 505; FINC 501; MGMT 505; MKTG 501.*

**MGMT 512 ORGANIZATIONAL DEVELOPMENT 3**

The purpose of the course is to enhance the student's understanding and skill in the process of change in organizations. Students will be introduced to intervention techniques which will allow them to recognize the need for organizational change as well as develop skill in implementing a program change.

*Prerequisite: MGMT 505.*

**MGMT 513 LEADERSHIP AND BEHAVIOR 3**

The purpose of the course is to help students understand leadership behavior. The course reviews current theoretical and empirical literature from the behavioral sciences as it relates to leadership. Topics covered include leadership styles, power and leadership, leader-follower interactions, and the manager as leader.

*Prerequisite: MGMT 505.*

**MGMT 575 INDEPENDENT STUDY IN MANAGEMENT 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.



## MGMT 577 SELECTED TOPICS IN MANAGEMENT 3

An in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

## MARKETING COURSES

## INBS 501 INTERNATIONAL BUSINESS CONCEPTS AND ISSUES 3

Provide a conceptual and analytical framework of the nature, the process and organizational aspects of international business. Business students will acquaint with the dynamics of global business environment, international competition in the domestic and foreign markets and strategic issues relating to international business. The course will provide basics in international economics, foreign exchange, monetary systems and financial markets, the role of multinationals, international marketing and logistics, taxation and accounting systems, cultural challenge, management styles and practices across the nations.

*Prerequisites: ECON 501, FINC 501, MGMT 505 and MKTG 501.*

## INBS 511 ISSUES IN INTERNATIONAL MANAGEMENT 3

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Management, MGMT 511.

## INBS 530 EXPORT MANAGEMENT 3

To familiarize MBA students of export policies, programs and procedures and develop export/import management skills. The students will become knowledgeable about global sourcing, negotiation, pricing, export/import financing, documentation, international tenders and bidding, logistics and distribution.

## INBS 533 CORPORATIONS AND INTERNATIONAL MARKETS 3

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Economics and Finance, ECON 533.

## INBS 540 INTERNATIONAL TAXATION AND ACCOUNTING 3

This course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports, and business site locations. Cross listed with Accounting, Law, and Taxation, ACCT 540.

*Prerequisite: ACCT 501.*

## INBS 552 INTERNATIONAL FINANCIAL POLICY 3

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Economics and Finance, FINC 552.

**INBS 575 INDEPENDENT STUDY IN INTERNATIONAL BUSINESS 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in international business. Written permission of the instructor, appropriate department chair, and the MBA director must be secured prior to enrolling in this course.

*Prerequisites: Permission of instructor, department chair and MBA director.*

**INBS 577 SELECTED TOPICS IN INTERNATIONAL BUSINESS 3**

An in-depth study of a selected topic, issue, problem or trend in international business. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**INBS 592 INTERNATIONAL MARKETING MANAGEMENT**

An examination of the various multinational and transnational issues confronting business organizations marketing products and services in overseas markets. Attention will be focused on problems such as identifying and evaluating markets, adapting marketing strategies to specific market needs and coordinating strategies in world markets. Cross listed with Marketing, MKTG 592.

**MKTG 501 FUNDAMENTALS OF MARKETING 3**

The aim of *Fundamentals of Marketing* is to develop an understanding of the principles of marketing as they operate in the economy as a whole and as practiced by all types of businesses. Attention will be directed to the problems marketing managers face in creating, promoting, and delivering want-satisfying products to the consumer.

**MKTG 575 INDEPENDENT STUDY IN MARKETING 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.*

**MKTG 577 SELECTED TOPICS IN MARKETING 3**

An in-depth study of a selected topic, issue, problem or trend in marketing. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**MKTG 591 CONSUMER/BUYER BEHAVIOR 3**

*Consumer/Buyer Behavior* aims at developing an understanding of the social and psychological factors that influence industrial and consumer buying behavior. The managerial implications of these factors are emphasized.

*Prerequisite: MKTG 501.*

**MKTG 592 INTERNATIONAL MARKETING MANAGEMENT 3**

An examination of the various multinational and transnational issues confronting business organizations marketing products and services in overseas markets. Attention will be focused on problems such as identifying and evaluating markets, adapting marketing strategies to specific market needs and coordinating strategies in world markets. Cross listed with Marketing, INBS 592.

*Prerequisite: MKTG 501.*

**MKTG 593 PRODUCT PLANNING/ 3**

**NEW PRODUCT MANAGEMENT**

An examination of the issues surrounding the management of existing product lines and the development of new products. Topics will include organizing and planning for product management, marketing research and concept testing, product life cycle approach, and new product development strategies and techniques.

*Prerequisites: MKTG 501, 591.*

**MKTG 594 MARKETING RESEARCH AND 3**

**INFORMATION SYSTEMS**

An examination of the development of information for use by marketing decision makers. Topics include using secondary data, collecting and evaluating primary data, managing the market research process, and developing a coordinated marketing information system.

*Prerequisite: MKTG 501.*

**MKTG 595 MARKETING MANAGEMENT 3**

An intensive analysis of the issues and problems facing marketing managers. Emphasis is on the development of decision-making skills from both a tactical as well as strategic viewpoint.

*Prerequisite: MKTG 501.*

**QUANTITATIVE ANALYSIS COURSES**

**INFO 501 STATISTICAL METHODS 3**

Introduction to statistical techniques with applications in business decision making and problem solving. Topics include descriptive statistics, probability distributions, statistical estimation and hypothesis testing, regression and correlation, and introduction to analytical statistical methods including control charts.

*Prerequisite: Course in undergraduate calculus.*

**INFO 502 OPERATIONS RESEARCH 3**

A presentation of many of the applied mathematical techniques used to help make business decisions. Topics include the theory of decisions, linear programming, network analysis, queuing, Markov processes, and simulation.

*Prerequisite: INFO 501.*

**INFO 505 PRODUCTION/OPERATION MANAGEMENT 3**

Emphasizes human and mechanical productivity in planning a comprehensive and effective production or operations system. Employs a case approach to the study, formulation and solution of business problems through the application of managerial, quantitative and information systems methodology.

*Prerequisites: INFO 501, 503, MGMT 505.*

**INFO 531 BUSINESS MODELS 3**

This is an advanced course in quantitative approaches to managerial decision making. The emphasis will be on simulation models and techniques with applications in finance, production, inventory, and queuing analysis. Computer-based simulation systems will be discussed and tested on the computer.

*Prerequisite: INFO 501.*



**INFO 532 STATISTICAL INFERENCE FOR BUSINESS 3**

An exploration of intermediate statistical methodologies used for decision making. The theoretical bases for various techniques are presented to create a framework for understanding the assumptions and limitations of inferences made from data. Topics covered will include multivariate probability functions, moment generating functions, sampling distributions; estimation, Neyman-Pearson Lemma, parametric and non-parametric hypothesis tests, and analysis of variance.

*Prerequisite: INFO 501.*

**INFO 533 STOCHASTIC MODELS 3**

Stochastic models are descriptions of systems which change in accordance with probabilistic laws. The course focuses on construction rather than solution of models. Simulation solutions and statistical analysis of data from stochastic processes. Applications to business problems are stressed.

*Prerequisite: INFO 502.*

**INFO 534 MULTIVARIATE ANALYSIS 3**

An introduction to multivariate analysis with an emphasis on the practical application of these techniques. After introducing the multivariate distribution, the following statistical procedures are explored: multiple regression, discriminant analysis, multivariate tests of significance, canonical analysis, factor analysis, and multidimensional scaling. Use of these procedures as managerial tools is explored.

*Prerequisites: INFO 502, 532.*

**INFO 550 TOTAL QUALITY METHODS 3**

The philosophy, tools and techniques necessary to properly manage for the control of quality production are of ever increasing importance to business and industry. Quality control, long thought of as only a tool for acceptance sampling, is now expanded and used as a means of improving all phases of any business system. For several decades, Japanese business has successfully utilized these methods to gain new inroads into international markets. This course presents the newest approaches to quality control along with adapting many of the traditional tools and methods to current problems.

*Prerequisite: INFO 501.*

**INFO 575 INDEPENDENT STUDY IN QUANTITATIVE METHODS 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.*

**INFO 577 SELECTED TOPICS IN QUANTITATIVE METHODS 3**

An in-depth study of a selected topic, issue, problem or trend in quantitative methods. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.



## INTEGRATING CORE

### **INTR 570 BUSINESS AND THE SOCIOPOLITICAL ENVIRONMENT 3**

This course studies the increasingly complex set of interrelationships among business, government and other interest groups in the public policy process. It explores the economic and legal environment, and the social and political factors which affect organizations. A series of current corporate and public policy problems are discussed in order to raise major issues, including ethical issues, involved in managing the corporation's relationships with its many publics.

*Prerequisites: Completion of the Business Core and a minimum of 12 semester hours of advanced courses.*

### **INTR 580 STRATEGY AND BUSINESS POLICY 3**

The focus of this course is on actual business situations and their impact on the total organization including the role of top management in dealing with these problems. The structure of the course is based on the strategic management process which includes identification, evaluation and implementation of policy and strategy.

*Prerequisite: Completion of the Business Core and a minimum of 12 semester hours of advanced courses.*

### **INTR 590 SEMINAR ON CRITICAL ISSUES IN BUSINESS 3**

Business in the United States and abroad are witnessing revolutionary changes that significantly influence their ability to operate in the global marketplace. These changes encompass: purely competitive issues of cost, quality, productivity, market share and the like; technological advances across many fields of endeavor; issues of foreign and domestic trade policies that impinge on patterns of international commerce, including regulatory practices; environmental issues affective the delicate balance between legitimate needs and preferences of people now and in the future; social change and development driven by a multiracial and multicultural population in the United States. This course will address these issues and their interrelationship to management practices. An interdisciplinary approach to such issues will be pursued.

*Prerequisite: Completion of the Business Core and a minimum of 12 semester hours of advanced courses.*

# BUSINESS EDUCATION

*Chairperson: Dr. Alan J. Oppenheim*

*Graduate Advisor: Dr. Rosemarie McCauley*

The department of Information and Decision Sciences prepares teachers of business education for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, candidates have an opportunity to supplement their undergraduate study and to explore advanced areas of work in accordance with their individual background, experience, achievement, and professional needs.

This is a 32-hour program which requires that candidates select six credits from a wide variety of general education courses and six credits in free electives. Of the twenty hours in the specialization, twelve hours represent required courses; the remaining eight hours allow candidates to select course alternatives from electives in business education. Research projects are planned and started in the *Introduction to Research* course and completed in the *Seminar in Business Education* course. An oral comprehensive examination based on results of the completed research project and a written comprehensive examination are an integral part of the program.

## ADMISSION REQUIREMENTS

Graduate work toward the Master of Arts degree in business education presupposes the completion of an undergraduate major in business education, distributive education or equivalent.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN BUSINESS EDUCATION

	Semester Hours
I. Basic Professional Education .....	6
II. Specialization .....	20
A. Required Courses	
INFO 504 Principles and Problems of Business Education .....	3
INFO 536 Introduction to Research in Business Education .....	3
INFO 636 Seminar in Business Education .....	3
At least one of the following:	
INFO 511 Improvement of Instruction in Bookkeeping, Accounting and Business Arithmetic .....	3
INFO 512 Improvement of Instruction in General Business Subjects .....	3
INFO 515 Improvement of Instruction in Keyboarding/ Typewriting and Office Procedures .....	3
B. Electives in Business Education .....	8

- III. Free Electives ..... 6
- IV. Comprehensive Examination, oral and written, given in the Fall and Spring in conjunction with INFO 636 Seminar in Business Education. Examinations are general in nature and are intended to test maturity of thought with respect to business education.

Minimum: 32 semester hours

## BUSINESS EDUCATION

### Course Descriptions

	Semester Hours
<b>INFO 504 PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION</b>	<b>3</b>
Survey of principles and practices. History of business education, objectives, relationship of business education to general education, trends and problems in the field. Not for MBA students except by permission of MBA director.	
<b>INFO 506 BUSINESS EDUCATION CURRICULUM</b>	<b>3</b>
Study of business education for various levels and types of schools. Evaluation of specific programs for development of improved curricula. Not for MBA students except by permission of MBA director.	
<b>INFO 510 ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION</b>	<b>3</b>
Study of problems of organizing, directing and supervising business education programs at the secondary school and collegiate levels. Not for MBA students except by permission of MBA director.	
<b>INFO 511 IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING, ACCOUNTING AND BUSINESS ARITHMETIC</b>	<b>3</b>
Study of objectives, content, methods, teaching aids, and evaluation procedures. Not for MBA students except by permission of MBA director. <i>Prerequisite: Undergraduate methods course in bookkeeping and/or teaching experience.</i>	
<b>INFO 512 IMPROVEMENT OF INSTRUCTION IN GENERAL BUSINESS SUBJECTS</b>	<b>3</b>
The purpose of this course is to upgrade the teaching of the general business subjects. Resource units and lessons are developed. These units include performance objectives, pre-testing, learning activities, and post-testing. This course also includes a simulation/gaming component which helps to foster strategies for planning and decision making. Not for MBA students except by permission of MBA director. <i>Prerequisite: Undergraduate courses in general business methods and/or teaching experience.</i>	

**INFO 515 IMPROVEMENT OF INSTRUCTION IN KEYBOARDING/ 3**  
**TYPEWRITING AND OFFICE PROCEDURES**

Study of objectives, content, methods, teaching aids, and evaluation procedures of subjects in keyboarding/typewriting and office procedures. Proficiency examinations in typewriting will be given. Not for MBA students except by permission of MBA director.

**INFO 528 FIELD STUDIES IN BUSINESS EDUCATION 3**

Opportunity for the classroom teacher to evaluate some of the practices of business offices, industries and retailing organizations in the metropolitan area. Experience in planning, conducting and follow-up of field trips. Not for MBA students except by permission of MBA director.

**INFO 529 PRINCIPLES OF COOPERATIVE 3**  
**OFFICE EDUCATION**

Survey of principles and practices of cooperative office education. Objectives, organization, related class, placement, and supervision are investigated. Not for MBA students except by permission of MBA director.

*Prerequisite: Business education teaching certificate.*

**INFO 536 INTRODUCTION TO RESEARCH IN 3**  
**BUSINESS EDUCATION**

Literature and research of business education. Topics covered include: evaluation of current literature in business education research and tools used for interpreting statistical data. Student develops outline of research study to be completed in INFO 636 Seminar in Business Education. Not for MBA students except by permission of MBA director.

*Prerequisite: INFO 504 and 511 or 512.*

**INFO 540 WORKSHOP IN BUSINESS EDUCATION 1 - 3**

This course will give the business educator the opportunity to do an intensive study of a selected current issue, concern, and/or problem in Business Education. Not for MBA students except by permission of MBA director.

*Prerequisite: Certified Business Education Teacher*

**INFO 636 SEMINAR IN BUSINESS EDUCATION 3**

Matriculated graduate student in business completes research project in business or distributive education. Prepares student for comprehensive examinations. Not for MBA students except by permission of MBA director.

*Prerequisite: INFO 536.*



# CHEMISTRY

*Chairperson: Dr. Brian Humphrey*

*Graduate Advisor: Dr. Pamela Delaney*

The Chemistry and Biochemistry Department offers advanced level courses in all major areas of chemistry as well as a number of highly specialized courses and individualized research opportunities. Students may selectively take a course or several courses to increase their professional competence in a particular area of chemistry and/or may elect to enroll in the Master of Science program in chemistry as outlined below.

## ADMISSION REQUIREMENTS

The minimum requirements for the Graduate Division as set forth in this catalog are essential for admission to the graduate program in chemistry. When the student is admitted to the Graduate Division, the chemistry advisor will evaluate the background in chemistry, other sciences and mathematics and a specific program will be designed. An entering student should present at least twenty-four semester hours of undergraduate chemistry credits. In consultation with the chemistry advisor, a program may be designed for students with insufficient background to include prerequisites. Candidates for the master's degree in chemistry should seek the guidance of the chemistry advisor in selecting electives, and in fulfilling the research option.

## REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN CHEMISTRY

	Semester Hours
I. Specialization .....	26
A. Courses in chemistry at the 500 level or above .....	15
B. Research: One of the following:	
CHEM 599 Graduate Literature Search in Chemistry .....	2
or	
CHEM 595 Graduate Research	
and	
CHEM 600 Thesis .....	4 or 6
C. Graduate level electives in sciences or mathematics .....	5 - 9
II. Graduate level free electives .....	6
III. Comprehensive examination	

Minimum: 32 semester hours

# CHEMISTRY

## Course Descriptions

	Semester Hours
<b>CHEM 521 ADVANCED TOPICS IN INORGANIC CHEMISTRY</b> <span style="float: right;"><b>3</b></span> Current theories of inorganic structure, reactions and properties. <i>Prerequisite: CHEM 341.</i>	
<b>CHEM 531 ADVANCED TOPICS IN ORGANIC CHEMISTRY</b> <span style="float: right;"><b>3</b></span> Modern theories of organic chemistry with emphasis on electronic theory and reaction mechanisms. <i>Prerequisite: CHEM 430.</i>	
<b>CHEM 532 ORGANIC SYNTHESIS</b> <span style="float: right;"><b>3</b></span> Detailed study of the art, methods, and the philosophy of organic synthesis beginning with a review of classical and modern synthetic methods, followed by the planning theory of synthesis and culminating in a study of elegant syntheses in the literature. <i>Prerequisite: CHEM 430.</i>	
<b>CHEM 534 CHROMATOGRAPHIC METHODS: THEORY AND PRACTICE</b> <span style="float: right;"><b>3</b></span> A combined lecture/hands-on course in the theory and practice of chromatography; including GC, HPLC, GC-MS, GPC, and SFC, as well as computerized instrument control, data acquisition, and processing. <i>Prerequisites: CHEM 310 and 311 or equivalent.</i>	
<b>CHEM 536 NUCLEAR MAGNETIC RESONANCE: THEORY AND PRACTICE</b> <span style="float: right;"><b>3</b></span> A combination lecture/hands-on course utilizing the department's FTNMR's to provide students with theoretical background and practical experience in modern 1-D and 2-D FTNMR. <i>Prerequisites: CHEM 310 and 311 or equivalent.</i>	
<b>CHEM 540 CHEMICAL THERMODYNAMICS</b> <span style="float: right;"><b>3</b></span> In-depth study of classical thermodynamics. Development of thermodynamic functions describing chemical systems in equilibrium, with emphasis on systems of variable composition. <i>Prerequisite: CHEM 341 or instructor's permission.</i>	
<b>CHEM 542 THEORETICAL PHYSICAL CHEMISTRY</b> <span style="float: right;"><b>3</b></span> Theoretical development of quantum mechanics and statistical mechanics as applied to chemistry. Application of theoretical procedures to atomic and molecular structure and bonding. <i>Prerequisites: CHEM 341 and MATH 420.</i>	
<b>CHEM 544 ELECTROCHEMISTRY</b> <span style="float: right;"><b>3</b></span> Principles and application of electrochemistry, relationship of electromechanical principles to classical thermodynamics, and practical applications of electrochemistry. <i>Prerequisite: CHEM 341.</i>	

<b>CHEM 546</b>	<b>CHEMICAL SPECTROSCOPY</b>	<b>3</b>
Introduction to the theory of molecular spectroscopy.		
<i>Prerequisite: CHEM 341.</i>		
<b>CHEM 548</b>	<b>CHEMICAL KINETICS</b>	<b>3</b>
Kinetics in its role of elucidating reaction mechanisms. Discussion of recent problems from the chemical literature including fast reactions and enzyme kinetics.		
<i>Prerequisite: CHEM 341.</i>		
<b>CHEM 550</b>	<b>ORGANOMETALLIC CHEMISTRY</b>	<b>3</b>
The course will introduce students to organometallic chemistry, mainly involving transition metals, but also including some main group metals. The material covered will focus on the unique chemistry of these compounds and their uses in organic synthesis, material science, and as catalysts.		
<i>Prerequisites: CHEM 423 and 430 or equivalent.</i>		
<b>CHEM 570</b>	<b>SELECTED TOPICS IN ADVANCED BIOCHEMISTRY</b>	<b>3</b>
A detailed treatment of selected topics in biochemistry. Special emphasis upon recent developments. Protein structure, enzymology, metabolism, and nucleic acid chemistry are examples of topics.		
<i>Prerequisite: CHEM 470 (one semester biochemistry) or instructor's permission.</i>		
<b>CHEM 590</b>	<b>SELECTED TOPICS - ADVANCED CHEMISTRY</b>	<b>3</b>
An in-depth study of selected areas in either analytical, inorganic, organic or physical chemistry, with special emphasis upon recent developments in the field.		
<i>Prerequisite: CHEM 341 (Physical Chemistry II) or instructor's permission.</i>		
<b>CHEM 595</b>	<b>GRADUATE RESEARCH</b>	<b>2 - 4</b>
Directed individual laboratory investigation under guidance of faculty advisor. May be elected once or twice, maximum credit allowed is 4 semester hours.		
<i>Prerequisite: Completion of 12 semester hours in this graduate program; instructor's permission.</i>		
<b>CHEM 599</b>	<b>GRADUATE LITERATURE SEARCH IN CHEMISTRY</b>	<b>2</b>
An individual, non-experimental investigation utilizing the scientific literature.		
<i>Prerequisite: Completion of 12 semester hours in this graduate program.</i>		
<b>CHEM 600</b>	<b>THESIS</b>	<b>2</b>
Writing, presentation, and defense of thesis before the chemistry faculty.		
<i>Prerequisites: CHEM 595, instructor's permission.</i>		

# CLASSICS

*Chairperson: Dr. Timothy Renner*

The Department of Classics offers graduate level courses in Latin literature and in the culture and civilization of the classical world. These courses may be elected by students who are enrolled in master's programs at Montclair as well as by post-baccalaureate students seeking to acquire teaching certification in Latin or to broaden their knowledge of classical studies and the classical tradition.

## CLASSICS

### Course Descriptions

**Semester  
Hours**

**GNHU 551 SELECTED TOPICS IN MEDITERRANEAN ARCHAEOLOGY 3**

This course consists of an in-depth study of the archaeological evidence for a selected period, region or other thematic topic within the ancient Mediterranean world broadly defined. Special attention will be given to the role which archaeology can play in reconstructing the history of past cultures and to the Mediterranean archaeologist's frequent need to try to reconcile ancient literary and epigraphical evidenced with archaeologically obtained data.

**LATN 511 THE COMEDY OF PLAUTUS 3**

Intensive reading and study of selected plays of Plautus with attention to language, characterization, style, structure, and metre. The literary and historical milieu of Plautine drama, including the apparatus of play production and the relationship of the comedies to contemporary social and economic history. The place of Plautus in theatre history, with special reference to Greek New Comedy, to other ancient Italic comedy, and to later European drama.

**LATN 541 SELECTED TOPICS IN LATIN LITERATURE 3**

Intensive reading and critical study of a selected author, genre, period, or theme in Latin literature that is not covered by a regular course. Topics will be chosen to complement other graduate course offerings in Latin and classical studies. May be repeated for credit with different topics.

**LATN 584 LAW IN ROMAN SOCIETY 3**

An introduction to Roman law and an examination of the interrelatedness of law and Roman society during the late Republic and the Empire. Survey of the main areas of private law: Law of persons, law of things, law of obligations. Sources of law and their response to new conditions. Law as an instrument of social change. Law and daily life. Roman law in the Medieval and Modern periods.



# COMMUNICATION SCIENCES AND DISORDERS

*Chairperson: Dr. Warren Heiss*

*Graduate Advisors: Dr. Warren Heiss (Special Education/Learning Disabilities)*

*Dr. Naomi Schiff-Myers (Speech-Language Pathology)*

*Dr. Lucille Weistuch (Early Childhood Special Education)*

Graduate students have the opportunity to specialize within the broad area of communication sciences and disorders in one of the three major concentrations: (1) Speech-Language Pathology; (2) Learning Disabilities; and (3) Early Childhood Special Education.

All programs stress an interdisciplinary approach to the understanding and treatment of communication and learning disorders, with emphasis on development of clinical and teaching skills. Successful students are those who have a strong need to understand the bases of clinical procedures, who work well with or without supervision, and who, with guidance from the staff, initiate independent projects, taking responsibility for personal growth in intellectual, clinical and teaching skills.

Students should indicate their choice of specialization at the time of advisement for matriculation.

## ADMISSION REQUIREMENTS\*

### **Speech-Language Pathology**

Students wishing to matriculate in this area must have completed a bachelor's degree. Graduate students must demonstrate communication skills that will not interfere with clinical practice. A student who is judged to have questionable skills will be referred to a faculty panel for further evaluation. If necessary the student will be referred to campus services for assistance. Students requiring assistance will be reevaluated before they are allowed to enroll for clinical practice. Enrollment in clinical practice will be postponed until communication skills are judged to be sufficient.

### **Learning Disabilities**

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate (e.g., "teacher of the handicapped"). Evidence of one year of successful teaching experience must also be provided.

### **Early Childhood Special Education**

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate as "teacher of the handicapped."

*\*Note: Admissions and certification requirements are subject to change. Consult with departmental advisor*

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS

Master's degree programs consist of a minimum of 39 to 42 semester hours distributed among basic, core, and specialization courses. Some students may need to take prerequisite courses as specified by the graduate advisor.

## Speech-Language Pathology

(Accredited by the Educational Standards Board of the American Speech-Language-Hearing Association)

**Semester  
Hours**

**Basic Courses:** ..... up to 15 s.h.

(Required for students with incomplete or no undergraduate background in speech-language pathology.)

CS&D	408	Phonetic Study of Speech Sounds .....	3
CS&D	409	Anatomy & Physiology of Speech & Hearing Systems .....	3
CS&D	410	Neurophysiologic Bases of Communication .....	3
CS&D	531	Advanced Audiology .....	3
CS&D	534	Speech & Hearing Science .....	3

**Required Courses** ..... **39**

CS&D	500	Speech & Language Acquisition .....	3
CS&D	511	Language Disorders of Adults .....	3
CS&D	512	Advanced Diagnosis of Communication Disorders .....	3
CS&D	515	Seminar in Voice Disorders .....	3
CS&D	517	Articulation Disorders .....	3
CS&D	521	Clinical Process & Procedures in Speech-Language Pathology .....	3
CS&D	573	Organization & Administration of Speech & Hearing Programs .....	3
CS&D	576	Aural Rehabilitation .....	3
CS&D	583	Language Disorders of Children .....	3
CS&D	584	Cleft Palate & Oral Deformities .....	3
CS&D	585	Stuttering .....	3
CS&D	592	Seminar in Research in Speech Pathology .....	3
CS&D	598	Problems & Issues in Communication Disorders .....	3

**Specialization Courses** ..... **3-12 s.h.**

Depending upon previous supervised clinical practice students will take, by advisement, at least one of the following:

CS&D	535	Advanced Seminar in Communication Disorders .....	6
CS&D	562	Intermediate Practicum in Communication Disorders .....	3
CS&D	599	Advanced Practicum in Speech Rehabilitation .....	3

**Field Placements:** A public school student teaching placement will be arranged with an American Speech-Language Hearing Association (ASHA) certified clinician for those intending to obtain teacher certification. Other settings include hospitals, rehabilitation centers, speech and hearing clinics and nursing homes. ASHA certification is required of all supervisors as specified by the American Speech-Language Hearing Association. ASHA requires 350 hours of supervised unpaid experience with a variety of cases in order to obtain national certification. A similar requirement is necessary for a state license.

**Teacher Certification:** In addition to a student teaching placement, additional coursework related to teacher certification will be added, if necessary, in consultation with the Dean of the School of Professional Studies.

A minimum of 42 credits will be required for the Master's degree. For those students who have deficiencies in certain skills or wish Teacher Certification, additional coursework will be required. Students who already have some of the required coursework from other institutions may transfer credits to this program in accordance with college policy. For these students, specialization electives are available.

			Semester Hours
<b>Specialization Electives (by advisement)</b>			
CS&D	514	Communication Disorders of the Aged .....	3
CS&D	531	Advanced Audiology .....	3
CS&D	535	Advanced Seminar in Communication Disorders .....	3
CS&D	586	Education of the Handicapped .....	3
CS&D	594	Independent Study .....	1-3
CS&D	595	Medical & Physical Bases of Learning Disabilities .....	3

### Learning Disabilities

			Semester Hours
I.	Basic Courses .....		9
	*PSYC 578	Psychological Tests & Measurements .....	3
	or		
	*ELRS 578	Testing & Evaluation .....	3
	CS&D 583	Language Disorders of Children .....	3
	or		
	READ 500	Nature of Reading .....	3
	*PSYC 563	Theories of Learning .....	3
	or		
	*PSYC 560	Advanced Educational Psychology .....	3
II.	Core Courses .....		9
	*CS&D 586	Education of the Handicapped .....	3
	*CS&D 595	Medical & Physical Bases of Learning Disabilities .....	3
	or		
	*PSYC 573	Physiological Psychology .....	3

	PSYC 565	Psychology & Education of Socially & Emotionally Handicapped Children .....	3
III.	Specialization Courses .....		21
	*CS&D 580	Diagnosis and Correction of Children with Learning Disabilities-I .....	3
	*CS&D 581	Diagnosis and Correction of Children with Learning Disabilities-II .....	3
	*CS&D 582	Remediation of Basic Skills .....	3
	CS&D 589	Seminar in Research in Learning Disabilities .....	3
	*CS&D 590	Practicum in Learning Disabilities .....	3
	Approved Electives .....		6
	Selection will be determined through advisement and will be based on student's needs and interests.		

*\*Required for New Jersey certification as a Learning Disabilities Teacher-Consultant.*

### Early Childhood Special Education

**Semester  
Hours**

I.	Basic courses .....		9
	CS&D 504	Typical & Atypical Development: Birth to Three .....	3
	CS&D 505	Typical & Atypical Development: Three to Five .....	3
	CS&D 520	Seminar in Research in Early Childhood Special Education .....	3
II.	Core Courses .....		9
	CS&D 519	Language Disordered Preschoolers: Identification & Education .....	3
	CS&D 586	Education of the Handicapped .....	3
	CS&D 595	Medical & Physical Bases of Learning Disabilities .....	3
	(Other courses may be substituted based on advisement.)		
III.	Specialization Courses .....		21
	CS&D 506	Assessment of Pre-school Handicapped Children I .....	3
	CS&D 507	Assessment of Pre-school Handicapped Children II .....	3
	CS&D 508	Parents of Young Handicapped Children .....	3
	CS&D 509	Implementing Programs for Young Handicapped Children .....	3
	CS&D 510	Field Experiences in Early Special Education .....	3
	CS&D 518	Neuromotor Development of the Young Child .....	3
	HEFM 445	The Inner City Family .....	3
	Total: 39		



## **Additional Department Requirements**

1. Students pursuing a concentration in Learning Disabilities are required to take a qualifying examination to assess proficiency in the understanding of basic concepts, issues, and practices. This examination will be given prior to admittance into practica. Students apply for this examination in consultation with their advisor. If the examination is failed, appropriate plans of action will be developed by advisor and student to address the deficiencies.

2. Students in all concentration areas are required to complete successfully a comprehensive examination or project. Comprehensive projects and examinations are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects and examinations are culminating activities in students' programs.

Note that there is a limit to the number of times a student may take the comprehensive examination. Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their advisors for specific information on these additional department requirements.

3. Majors in Speech-Language Pathology must complete a total of 350 semester hours of supervised direct clinical experience. Up to 100 hours completed as an undergraduate will be accepted toward the requirement. Majors in Learning Disabilities must complete a minimum of 150 clock hours of supervised experience. Majors in Early Childhood Special Education must complete a field experience of 75 hours. Field placement will be determined by individual interest and can be provided both on- and off-campus.

4. Courses are offered in this department that meet prerequisite requirements in Speech-Language Pathology and for admission to the graduate program.

5. Students in the Speech-Language Pathology program have the opportunity to take work, as part of their graduate studies, that meets the requirements for a New Jersey public school certification, and a New Jersey license as a Speech/Language Pathologist.

6. Admission to the program in speech-language pathology is in the fall of each academic year. Completed applications must reach the Graduate Office by March 1st of each year for admission for the following fall semester; new students may not begin the program in the spring semester. The Graduate Record Examination (GRE) must be taken no later than the December administration for consideration for the following fall semester.

7. Courses in the M.A. in Speech-Language Pathology are scheduled during the day and evening. For this reason students are expected to be available for course at any time. Additionally, it has been the Department's position not to support the policy of employing Speech-Language Specialists on a provisional certification basis.

## Post-Master's Certification Program in Learning Disabilities

A post-master's candidate seeking certification in learning disabilities must complete twenty-four semester hours in the areas of study listed below. Qualified students, however, who have already earned a master's degree in education, reading, psychology, special education, or similar fields, may apply appropriate credits toward the 24 semester hours required for Learning Disabilities Teacher-Consultant certification. At least 12 semester hours, however, must be taken at Montclair State University.

**Note:** State certification requirements for Learning Disabilities Teacher-Consultants are subject to change.

### REQUIREMENTS FOR CERTIFICATE IN LEARNING DISABILITIES

The graduate advisor will examine the post-master's applicant's transcripts of completed graduate courses in order to determine which of the following courses may be applied toward certification for Learning Disabilities Teacher-Consultant:

#### A. Required Studies (not necessarily in separate courses):

##### MSU Equivalent

- |  |                      |
|--|----------------------|
| 1. Education of the Handicapped                      | PSYC 564 or CS&D 586 |
| 2. Learning Theory                                   | PSYC 563 or PSYC 560 |
| 3. Physiological Bases of Learning                   | PSYC 573 or CS&D 595 |
| 4. Orientation to Psychological Testing              | PSYC 578 or ELRS 578 |
| 5. Remediation of Basic Skills                       | CS&D 582             |
| 6. Diagnosis and Correction of Learning Disabilities | CS&D 580 and 581     |
| 7. 150 clock hours supervised practicum (minimum)    | CS&D 590             |

#### B. Electives

- |   |                    |
|---|--------------------|
| 1. Group Dynamics                           | COUN 559; PSYC 568 |
| 2. Teaching the Emotionally Disturbed Child | PSYC 565           |
| 3. Early Childhood Special Education        | CS&D 506; CS&D 507 |
| 4. Child Growth and Development             | PSYC 561           |
| 5. Language Development and Disorders       | CS&D 519; CS&D 583 |
| 6. Teaching of the Culturally Handicapped   | PSYC 553           |
| 7. Interviewing and Counseling              | COUN 588; PSYC 593 |
| 8. Educational Psychology                   | PSYC 560           |
| 9. Community Resources                      | COUN 581           |

Each student's record will be evaluated by the Office of the Registrar after completing all of the necessary parts of the 24 semester hour requirement. If work has been satisfactorily completed, and all other requirements have been met, the student will be recommended for state certification as a *Learning Disabilities Teacher-Consultant*.

The requirements for this endorsement, in addition to the completion of the prescribed academic program are:

1. A standard New Jersey instructional certificate.

2. Three years of successful teaching experience (MSU requires two letters of recommendation from a current or previous employer and a notarized statement verifying at least three years of full-time paid employment as a teacher.)
3. A master's degree in a related field from an accredited college.

## COMMUNICATION SCIENCES AND DISORDERS

### Course Descriptions

	Semester Hours
<b>CS&amp;D 408 PHONETIC STUDY OF SPEECH SOUNDS</b>	<b>3</b>
The articulation of sounds of American English, developing an understanding of articulatory features using the international phonetic alphabet.	
<i>Prerequisite: By permission of graduate advisor.</i>	
<b>CS&amp;D 409 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING</b>	<b>3</b>
The anatomical and physiological bases of respiration, phonation, articulation and resonance. The anatomy and physiology of the auditory mechanism.	
<i>Prerequisite: By permission of graduate advisor.</i>	
<b>CS&amp;D 410 NEUROPHYSIOLOGICAL BASES OF COMMUNICATION</b>	<b>3</b>
Study of the anatomy and physiology of the nervous system as it relates to the development of hearing, vision, thought, memory and emotions, as well as the perception, processing and production of speech and language.	
<i>Prerequisite: By permission of graduate advisor.</i>	
<b>CS&amp;D 500 SPEECH AND LANGUAGE ACQUISITION</b>	<b>3</b>
The nature of language and language development in young children. Acquisition of phonological, semantic and syntactic systems studied in framework of biological, cognitive, and linguistic theory.	
<i>Prerequisite: By permission of graduate advisor.</i>	
<b>CS&amp;D 504 TYPICAL AND ATYPICAL DEVELOPMENT : BIRTH TO THREE YEARS</b>	<b>3</b>
To familiarize students with the developmental stages of infants and toddlers. Particular emphasis will be placed on sensorimotor stage theory, development of the capacity for symbolic representations, and the acquisition of language. Application of developmental theory to disabled children will be discussed.	
<b>CS&amp;D 505 TYPICAL AND ATYPICAL DEVELOPMENT : THREE TO FIVE YEARS</b>	<b>3</b>
To familiarize students with the developmental tasks usually accomplished in the preschool years. Particular emphasis will be placed on the development of dialogue, on the use of language in concept development, and on the development of social, memory, perceptual, and play skills. Application of developmental theory to disabled children will be discussed.	
<i>Prerequisite: CS&amp;D 504.</i>	

**CS&D 506 ASSESSMENT OF PRESCHOOL HANDICAPPED CHILDREN I 3**

Screening for and assessment of handicapping conditions in children from birth to age five are studied. Techniques and instruments commonly used, administration and interpretation of results of key instruments, and the use of data to write an effective individualized educational program (IEP) and instructional guide are presented.

**CS&D 507 ASSESSMENT OF PRESCHOOL HANDICAPPED CHILDREN II 3**

The purpose of this course is to provide an in-depth analysis of selected assessment devices that are presented on a theoretical level in *Assessment of Preschool Handicapped Children I*. A variety of instruments designed for use with infants and preschoolers will be evaluated and employed.

*Prerequisite: CS&D 506.*

**CS&D 508 PARENTS OF YOUNG HANDICAPPED CHILDREN: THE EDUCATOR'S ROLE 3**

Methods to help preschool educators cope more effectively with parents of handicapped children will be taught. Sensitivity to the problems of parenting handicapped children, the emotional and legal issues involved, and the development of the skills necessary for appropriate means of intervention will be the major focus of the course.

**CS&D 509 IMPLEMENTING PROGRAMS FOR YOUNG HANDICAPPED CHILDREN 3**

The principles of learning and teaching will be applied to the preschool handicapped child. Adapting major curriculums and implementing IEPS (Individualized Educational Plans) in various settings will be the major focus of the course.

*Prerequisite: CS&D 506.*

**CS&D 510 FIELD EXPERIENCES IN EARLY SPECIAL EDUCATION 3**

Supervised experience in diverse field settings with preschool children, including typical and atypical children, and in an urban setting is provided. Seventy-five (75) clock hours of field experience is required.

**CS&D 511 LANGUAGE DISORDERS OF ADULTS 3**

This course is devoted to an advanced study of adult aphasia and other communication disorders associated with neuropathologies of adulthood.

*Prerequisite: By permission of graduate advisor.*

**CS&D 512 ADVANCED DIAGNOSIS OF COMMUNICATION DISORDERS 3**

Continuation of diagnostic procedures including tests for multiple handicapped children with communication disorders. Opportunities provided for interviewing parents, testing and report writing.

*Prerequisite: By permission of graduate advisor.*



**CS&D 515 SEMINAR IN VOICE DISORDERS 3**

Selected disorders of voice production. Consideration given to etiology, pathology and therapy related to vocal nodules, contact ulcers, paralysis of the vocal cords and other organic voice problems. Speech rehabilitation techniques for the laryngectomized and for persons with cleft palate conditions.

*Prerequisite: By permission of graduate advisor.*

**CS&D 517 ARTICULATION DISORDERS 3**

This course provides an in-depth study of articulation problems of children and adults with major emphasis on assessment and treatment. Consideration is given to the speech problems associated with orofacial abnormalities, as well as to the management of dysarthria and apraxia in children and adults.

*Prerequisite: By permission of graduate advisor.*

**CS&D 518 NEUROMOTOR DEVELOPMENT OF THE YOUNG CHILD 3**

The study of typical and atypical patterns of neuromotor organization and development, including general principles of stability, mobility, and the equilibrium as they influence postural stability is presented. Implications for the educator of the young handicapped child will be stressed.

**CS&D 519 LANGUAGE DISORDERED PRESCHOOLERS: IDENTIFICATION/EDUCATION 3**

A study of typical and atypical patterns of language development in the child from the pre-verbal period of infancy to the age of five will be undertaken.

**CS&D 520 SEMINAR IN RESEARCH IN EARLY SPECIAL EDUCATION 3**

Research design, statistical analysis and methods for writing a research paper are studied. Significant problems in the field of early special education are investigated and discussed. Published research projects are evaluated.

**CS&D 521 CLINICAL PROCESS AND PROCEDURES IN SPEECH-LANGUAGE PATHOLOGY 3**

The course provides an orientation to clinical practice in speech-language pathology. The clinical process is presented as a construct which interfaces interpersonal dynamics with preferred professional practices. A decision-making continuum is applied to the interpretation of client needs as a basis for developing goals, planning treatment procedures, documenting treatment and planning for referral and/or discharge.

*Prerequisite: By permission of graduate advisor.*

**CS&D 531 ADVANCED AUDIOLOGY 3**

Increases skills in administering tests for pure-tone and speech reception thresholds; evaluation and interpretation of test results and analysis of client histories. Hearing aid evaluation, measurement of recruitment and tests for psychogenic deafness and malingering; pre- and post-surgical audiometry and special problems of differential diagnosis in testing children.

*Prerequisite: By permission of graduate advisor.*

- CS&D 534 SPEECH AND HEARING SCIENCE 3**  
 Study of basic acoustics, memory, and perception. Advanced study of anatomy and physiology of the speech and hearing mechanisms. Commonly used instrumentation will be discussed.  
*Prerequisite: By permission of graduate advisor.*
- CS&D 535 ADVANCED SEMINAR IN COMMUNICATION DISORDERS 6**  
 Diagnostic, therapeutic and evaluative techniques employed in working with children and adults who have speech disorders of organic etiology.  
*Prerequisite: Permission of graduate advisor.*
- CS&D 562 INTERMEDIATE PRACTICUM IN COMMUNICATION DISORDERS 3**  
 Supervised clinical practice with children and adults presenting a variety of communication disorders.  
*Prerequisite: By permission of graduate advisor.*
- CS&D 573 ORGANIZATION AND ADMINISTRATION OF SPEECH AND HEARING PROGRAMS 3**  
 Clinical programs in the public schools and other settings. Testing, scheduling, grouping and record-keeping. The role of clinician in relation to administrators, teachers, specialists in related areas, parents and paraprofessionals.  
*Prerequisite: By permission of graduate advisor.*
- CS&D 576 AURAL REHABILITATION 3**  
 Advanced study of theory and techniques for developing speech reading and auditory training programs for the hearing impaired. Also considered will be basics of American sign language and social and vocational concerns.  
*Prerequisite: By permission of graduate advisor.*
- CS&D 580 DIAGNOSIS AND CORRECTION OF CHILDREN WITH LEARNING DISABILITIES I 3**  
 Conceptual model of learning disabilities; parameters of the diagnostic evaluation of the child who is failing school. Tests demonstrated; students trained in analyzing results and prescribing individualized educational plans. (Note: Special section offered for LD majors; check with advisor.)
- CS&D 581 DIAGNOSIS AND CORRECTION OF CHILDREN WITH LEARNING DISABILITIES II 3**  
 Continuation of CS&D 580. Developing instructional plans from diagnostic data. Parameters of managing learning disabled children within and outside the regular classroom; consultation techniques for use with classroom teachers.  
*Prerequisite: CS&D 580.*
- CS&D 582 REMEDIATION OF BASIC SKILLS 3**  
 Techniques for remediation of reading, writing, spelling, arithmetic, speaking and listening problems with children who are performing poorly in school. (Note: Special section offered for LD majors; check with advisor.)  
*Prerequisites: CS&D 580, 581.*

**CS&D 583 LANGUAGE DISORDERS OF CHILDREN 3**

Psycholinguistic components of language, factors involved in language development and language disorders associated with developmental lag, childhood aphasia, deafness, retardation, and emotional problems.

*Prerequisites: CS&D 500 or equivalent for Speech Pathology majors, CS&D 580 for Learning Disabilities majors; by permission of graduate advisor.*

**CS&D 584 CLEFT PALATE AND ORAL DEFORMITIES 3**

Etiology and characteristics of cleft palate and oral deformities or malfunctions in children; speech therapy and surgical repair procedures. Unit on tongue thrust therapy included.

*Prerequisite: By permission of graduate advisor.*

**CS&D 585 STUTTERING 3**

Principles and methods of speech therapy with children and adults who stutter. Methods of evaluation, specific techniques of speech therapy, and principles coordinating speech therapy with home and school life. Demonstrations with children who stutter serve as the basis for study and discussion.

*Prerequisite: By permission of graduate advisor.*

**CS&D 586 EDUCATION OF THE HANDICAPPED 3**

Role of the teacher on the professional team, state and federal legislation relating to handicapped children and adults and community resources for the special child.

**CS&D 589 SEMINAR IN RESEARCH IN LEARNING DISABILITIES 3**

Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized.

*Prerequisites: Permission of graduate advisor and CS&D 580, 581, 582.*

**CS&D 590 PRACTICUM IN LEARNING DISABILITIES 3**

Clinical diagnosis and teaching of children with learning disabilities. Supervision by departmental staff is given to fulfill the 150 hour requirement. Arrangements can be made for both on-campus and off-campus experiences. (Matriculated L.D. majors).

*Prerequisites: CS&D 580, 581, 582, instructor's permission.*

**CS&D 592 SEMINAR IN RESEARCH IN SPEECH PATHOLOGY 3**

Significant problems in the field are investigated and published research projects evaluated. Critical analysis and experimental design are emphasized.

*Prerequisite: By permission of graduate advisor.*

**CS&D 594 INDEPENDENT STUDY 1 - 3**

Students select an area of communication sciences and disorders and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation.

*Prerequisite: Instructor's permission.*

**CS&D 595 MEDICAL AND PHYSICAL BASES OF LEARNING DISABILITIES 3**

Critical dimensions of the neurological and physiological growth of the child. The scope and meaning of the pediatric and neurological examination and relevance of medical data to explain learning disorders. Aspects of drug and nutritional therapy will be explained.

**CS&D 597 PRACTICUM AND SEMINAR IN TEACHING HANDICAPPED CHILDREN 3**

The course provides students with direct experience in teaching children who are intellectually, physically, emotionally and/or developmentally handicapped in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams. In addition to 90 hours of direct clinical teaching in an approved placement, each student must participate in class seminars, conferences and planning sessions.

**CS&D 598 PROBLEMS AND ISSUES IN COMMUNICATION DISORDERS 3**

This seminar is designed to introduce newly emerging topics in communication disorders, including cognitive rehabilitation of closed-head injured patients, dysphagia, and augmentative/alternative communication for the nonspeaker. Literature review and prescribed observations will provide the foundation for studying the nature, characteristics, epidemiology, and the assessment/treatment protocols of the pertinent pathologies.

*Prerequisite: By permission of graduate advisor.*

**CS&D 599 ADVANCED PRACTICUM IN SPEECH PATHOLOGY 3**

Practical application of diagnostic and rehabilitative techniques with children and adults who have major speech and language problems. Qualified students participate in specialized laboratory experiences: planning and supervising speech therapy sessions, providing rehabilitative services, interviewing applicants and administering audiometric tests.

*Prerequisite: 60 clinical hours in speech practicum; by permission of graduate advisor.*



# COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

*Chairperson and Graduate Advisor: Dr. Arlene King*

*Program Coordinators: Addiction Study, Dr. Eileen Smith-Sweet*

*Counseling Fieldwork, Dr. Richard Grey*

*Administration and Supervision, Dr. Ronald Armengol*

*Educator/Trainer Program, Dr. David Weischadle*

*Counseling, Dr. Arlene King*

Counseling programs in both the public and private sectors, corporate and business training and organizational development activities, and educational administration and supervision roles are integral parts of the American way of life. The mission of the department is to provide qualified and trained personnel for positions of responsibility in these various program areas, enabling organizations to meet the changing needs of society.

In counseling, the department prepares students for work with diverse populations in a variety of settings in the following areas: individual/group counseling, substance abuse counseling, human resources counseling, guidance counseling, school social work, and student personnel services in higher education.

In the growing area of training and development, the department offers opportunities to current and prospective professionals to gain new knowledge and skills in management education, program planning and organizational analysis.

In educational administration and supervision, the department provides leadership programs for individuals to develop the knowledge and competencies for positions as principals, department supervisors, school business administrators, superintendents, and other personnel.

From the initial core of courses through the field work experience, the department offers courses to train counselors, human services personnel, and educational trainers to work with minority communities, women, families, adult learners, substance abusers, businesses and industrial settings, as well as to work in traditional roles in public school administration, supervision, school guidance, school social work, and substance abuse awareness.

An initial core program, consisting of four courses applicable to counseling, educational training or administration and supervision is required of all students entering the program. The specific core to be followed will be determined under the guidance of the department's Graduate Advisor. After successful completion of the core, the student and the Program Coordinator will work out an individual program designed to meet his/her particular interests and needs.

# CERTIFICATION PROGRAMS IN COUNSELING

The department continues to emphasize state certification programs for guidance counselors and school social workers. Both of these state certifications require additional credentials. The Student Personnel Services Certification for guidance counselors requires a teaching certificate and one year of full time teaching experience under certification. Those wishing to be certified as School Social Worker must have a minimum of 3 years of teaching experience or 3 years of experience in social work under approved supervision. Students should consult their graduate advisor for specific certification requirements for each of these programs. Courses are also available for persons seeking certification as Director of Pupil Personnel Services and for individuals interested in completing all academic requirements for certification in alcoholism counseling (CAC), (CADC) and Substance Awareness Coordinator Certification (SAC).

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COUNSELING, HUMAN SERVICES AND GUIDANCE

	<b>Semester Hours</b>
I. Core Courses .....	12
Required of all students regardless of specialization.	
COUN 559 Dynamics of Group Process .....	3
COUN 577 Counseling Theories .....	3
COUN 588 Techniques of Interviewing and Counseling .....	3
ELRS 503 Methods of Research .....	3
II. Matriculation Interview with Coordinator	
III. Required Courses .....	30
These courses will be decided after the four core courses have been completed, and the student has decided upon a specialization. Here are a few of the choices available:	
(a) Human Services which permit such areas of specialization as:	
Individual Counseling	
Group Counseling	
Human Resources and Organizational Development	
Counseling in Higher Education	
Alcoholism Counseling	
(b) State Certification Program in Guidance and Counseling	
(c) State Certification Program in School Social Work	
(d) Dual Certification Program for both Guidance and Counseling and School Social Work	
(e) Eligibility for State Certification as Substance Awareness Coordinator	
IV. Fieldwork .....	6

The fieldwork in each concentration consists of field placements approved by the Fieldwork/Practicum coordinator. A minimum of 300 hours of observation and contact with clients at the field site is required. Seminars will accompany the field experience.

V. Comprehensive Examination or Thesis

Nearing completion of the program, the student will register for the comprehensive examination given in the Fall or the Spring. Students selecting the thesis option should register for COUN 650 Research Seminar and Thesis Writing.

Minimum Semester Hours: 48

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION

(For school personnel)

Three years of successful teaching experience under certification are required for certification as Supervisor or Administrator. The program for principals is designed to meet the requirements enacted by the New Jersey Department of Education as of October 1, 1988.

### PROGRAM REQUIREMENTS

			Semester Hours
I.	Deferred Matriculation Courses .....		12
	COUN 559 Dynamics of Group Process .....		3
	ELAD 510 Educational Administration .....		3
	ELAD 521 Education Law .....		3
	ELRS 503 Methods of Research .....		3
II.	Matriculation Interview with Coordinator		
III.	Required Courses .....		9
	CURR 530 Principles of Curriculum Development .....		3
	ELAD 540 Supervision I .....		3
	Approved Graduate Course in Social and Behavioral Sciences or Humanities .....		3
IV.	Elective Courses (Select one) .....		3
	CURR 534 Strategies for Curriculum Change .....		3
	ELAD 520 Systems Analysis .....		3
	ELRS 550 Critical Thinking and Learning .....		3
	ELRS 580 Learning: Process and Measurement .....		3
	PSYC 563 Theories of Learning .....		3
V.	Specialization Courses .....		21

ELAD 512	Administration of Elementary Schools .....	3
OR		
ELAD 513	Secondary School Administration .....	3
ELAD 522	Use of Computers in Educational Administration .....	3
ELAD 526	School Business Administration .....	3
ELAD 543	The Clinical Supervisor .....	3
ELAD 621	School Plant Planning .....	3
ELAD 622	School Finance .....	3
ELAD 643	Staff Personnel Administration and Supervision .....	3

Electives to be selected after consultation with the advisor, and listed in the Master of Arts work program. They may be selected after consultation with the advisor, and listed in the requirements. Certain courses outside the School may be selected. A concentration in Media or Educational Research and Evaluation is possible with Supervisor's Program.

VI.	Field Experience .....	3
	ELAD 615 Supervised Field Experience in Administration and Supervision .....	3
VII.	Comprehensive Examination	

Minimum semester hours: 48

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION- CONCENTRATION FOR EDUCATOR/TRAINER

### (Training Personnel)

This program provides solid scholastic foundations with close observation of the applications and implementation of theoretical principles. Graduates will serve as supervisors of trainers in corporate management, basic skill training in industry, civil service training, library/museums, health services, banks, research project management, and human resource management. Graduates of this program will learn to:

1. Develop a personal philosophy of organizational training consistent with the related theories of adult learning and human development.
2. Develop effective leadership skills in educational training programs.
3. Analyze organizations and plan programs and strategies for increased effectiveness.
4. Develop techniques for interpersonal and group problem solving and decision-making.
5. Develop skills in managing change and conflict.
6. Interpret research findings and design and implement research techniques to their organizational needs.



# PROGRAM REQUIREMENTS

I.	Core Courses .....	12
	ELRS 503 Methods of Research .....	3
	COUN 559 Dynamics of Group Process .....	3
	ELAD 509 Administration of Education and Training Programs .....	3
	ELAD 542 Supervisory Skills for Education and Training Personnel .....	3
II.	Matriculation Interview with Coordinator	
III.	Required Courses .....	9
	ELAD 531 Program Planning and Development .....	3
	Approved Psychology Course .....	3
	Graduate Course in Testing or Approved Elective .....	3
IV.	Specialization Courses .....	15
	ELAD 628 Field Experience or Internship .....	3 or 6
	Electives in major field approved by advisor .....	12 or 9
V.	Comprehensive Examination	

Minimum Semester Hours: 36

A student must apply for deferred matriculation before completing six semester hours of course work in any of the programs offered by this department.

Final action on full matriculation is based on requirements of the Office of Graduate Studies, the Department and any special individual requirements assigned to the student by the department's advisor/program coordinator.

## COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

### Course Descriptions

	Semester Hours
COUN 550 ADVANCED PROCEDURES IN GROUP COUNSELING	3
This is an advanced course for students who have demonstrated an interest in and an aptitude for the group process through the successful completion of COUN 559 <i>Dynamics of Group Process</i> . This course combines theory with experience. It focuses on the examination of systematic approaches for the understanding of leadership in group counseling. Each student must make available the hours of 5:00-9:30 p.m. on the night the course is offered.	
<i>Prerequisite: COUN 559 or instructor's permission.</i>	

COUN 557 TECHNIQUES AND EXERCISES IN GROUP DYNAMICS	3
A structured experiential course: participating in and evaluating activities and exercises of individuals who work with small groups. Students will modify old designs and create new ones as they compile their own ideas, forms and exercises.	
<i>Prerequisite: COUN 559 or equivalent course, instructor's permission.</i>	

**COUN 558 CONSULTATION IN ORGANIZATIONAL  
DEVELOPMENT**

**3**

A laboratory based course which focuses on the role of the organizational consultant. Emphasis on planning, providing help and evaluating activities. Diagnostic and behavioral skills to aid individuals and groups within organizations will be developed. Designed for those considering consultation work in business, industry, government, penology, education and community organizations.

*Prerequisite: COUN 559 and 568, or instructor's permission.*

**COUN 559 DYNAMICS OF GROUP PROCESS**

**1 - 3**

A laboratory-based course for the development of group skills and understandings. Focus is on experimental learning and personal growth. Readings in human interaction theory will be related to actual group participation.

**COUN 560 MEDICAL PROBLEMS IN EDUCATION**

**3**

In this course the role of the educator is studied in relation to the following subject areas: childhood, chronic and contagious diseases, nutritional problems, narcotics and psychosocio-medical pathologies. The impact of health problems on the family, school and community is emphasized throughout. Required for certification in school social work.

**COUN 561 MARITAL AND FAMILY THERAPY**

**3**

This course focuses on the core concepts fundamental to an understanding of marital and family therapy. Emphasis is on a frame of reference for family therapy strategies and review of current research on family process and treatment. Course is intended for practitioners in the helping professions, including social workers, counselors, ministers, probation and parole officers, alcohol and drug counselors.

*Prerequisites: Core courses and approval of instructor.*

**COUN 562 SOCIAL CASE WORK I**

**3**

This course examines the theory and practice of social casework. Focus is on developing casework techniques in interviewing, diagnostic skills and intervention modalities. Utilizing case studies from school settings and social agencies, critical examination of major casework methods are undertaken in terms of diagnosis and functioning and intervention appropriate for the social treatment of a client - child or adult. Emphasis is on school social work, the child study team, the broad range of learning and behavioral problems, the appropriate use of casework help, the relationship between theory and practice and developing beginning skills in transferring and using knowledge appropriate to problem situations in the school and community. Required for certification in school social work.

**COUN 563 SOCIAL CASEWORK II**

**3**

This course is a continuation of Social Casework I on a more advanced level. It entails critical examination of major social work methods in diagnosis, social functioning and relevant intervention techniques appropriate for the social treatment of individuals. Required for certification in school social work.

*Prerequisite: COUN 562 or equivalent course.*

**COUN 564 CASEWORK WITH CHILDREN 3**

This course examines casework intervention for youthful clients. Focus is on the scope and specific goals in treating children/adolescents experiencing problems associated with the life stages. Emphasis is on the treatment and prevention of drug and alcohol abuse and other self-destructive behaviors; dysfunctional families and problem children; and knowledge of theories and application of child and adolescent development.

*Prerequisite: COUN 562 or equivalent.*

**COUN 566 FIELD WORK-GROUP LEADERSHIP 3**

On-the-job training for group workers to sharpen diagnostic and behavioral skills. Students will join an ongoing task centered group either as a member or its leader and will make a problem diagnosis, procedural plan and a method of evaluation. In-progress and final reports will be discussed.

*Prerequisite: COUN 559 or instructor's permission.*

**COUN 567 RESEARCH SEMINAR IN GROUP PROCESSES 3**

Students develop, carryout and evaluate a research project in small group processes. They work singly or in groups to investigate the application of group work to their major fields of interest.

*Prerequisite: COUN 559.*

**COUN 568 THEORIES OF CONSULTATION 3**

Problems and current practices in small group interaction, social restructuring and cultural encounter. Survey of literature on the influence of interaction on small group behaviors, learning theories, leadership, decision making, social reconstruction, value conflict and perception of self and others.

**COUN 570 COUNSELING ADULTS 3**

This course is designed to identify the special needs of adults as they seek counseling. Special attention is given to the counseling needs of college students, adults returning to academic environs, women, minority groups, the handicapped, and other adults with special needs. Case studies, field visits, and supervised practice will be basic techniques employed.

*Prerequisite: COUN 577 or instructor's permission.*

**COUN 571 PEER COUNSELING 3**

An advanced course dealing with the concept and experience of peer counseling. The development, organization, implementation, and evaluation of peer counseling programs and activities. This course involves lectures, seminars, and laboratory experiences. In laboratory, students counsel each other. In seminar, they evaluate their peer counseling activities.

*Prerequisites: COUN 559, 577.*

**COUN 572 SELF-CRITIQUING FOR IMPROVED COUNSELING COMPETENCE 3**

Presentation of a theory and system for improving one-to-one counseling through a process of self-critiquing tape recorded interviews of counseling sessions conducted by course participants. Specific counseling behaviors are identified and examined and strategies are developed leading to the attainment of individual behavioral goals.

*Prerequisite: COUN 588 or equivalent course.*



**COUN 573 COUNSELING FOR CAREER MOBILITY 3**

Course designed for counselors, staff development administrators, personnel counselors, trainers, individuals involved in career planning and personal development for employees or clients in academia, social agencies, business/industry. Prepare professionals to use current appropriate counseling techniques in career areas. Focus on career awareness and the changing market, possibilities of vertical/horizontal career mobility, job re-entry/retraining, and learning skills to facilitate self-awareness in relation to the world of work.

**COUN 574 COUNSELING IN AN INDUSTRIAL SETTING: 3**  
**EMPLOYEE ASSISTANCE PROGRAM (EAP)**

Course focuses on counseling in the industrial/business environment; emphasis is on a frame of reference for intervention, assessment, diagnosis, treatment and referral. Reviews the history of employee assistance programs, discusses conceptual models, strategies and tactics of counselor intervention, clarifies other important issues related to organizational and employee needs. Differences between using resources in the work place and community agencies are explored.

*Prerequisites: Core courses or instructor's approval.*

**COUN 576 ACTION METHODS IN COUNSELING 3**

Course is designed to provide an opportunity for students to experience and to develop facility with counseling methods which will enable their clients to explore the roles that they play in their daily lives and to find new and more effective ways of expressing these roles. Through the use of action-oriented techniques, students will increase their spontaneity and will be freer to unfetter creativity in others.

**COUN 577 COUNSELING THEORIES 3**

Entails a comprehensive study of the major schools of thought in psychotherapies, existentialism, Rogerian psychology, rational and motive, and psychoanalysis, among others, are studied in the context of social work, counseling, and psychological practice. Emphasis is in helping prospective human service professionals in recognizing that different theories are effective not because of their unique elements, but because in practice they include the basic common elements of all theories.

**COUN 581 COMMUNITY RESOURCES 3**

This course deals with the various agencies, industries and institutions available in the surrounding communities for use in guiding and referring clients. In addition to becoming familiar with the location and nature of these facilities students learn the techniques for arranging client interviews and visits. Class discussion and personal research are supplemented by field trips.

*Prerequisite: COUN 577.*

**COUN 582 CAREER COUNSELING 3**

Covers the principles of career guidance, use of tests and interest inventories in career guidance, sources and usage of career information, theories of career development, counseling on how to find and hold a job, and placement activities. Also includes an introduction to career education. Students will visit industries and post-secondary training.

*Prerequisite: COUN 577.*



**COUN 583 EDUCATIONAL GUIDANCE 3**

This course is concerned with the facilities available for education after high-school graduation, the problem of further training for pupils leaving school before completing high school programs of alternative education, and the academic problems of students while in school. A brief survey of colleges and college admission procedures is made.

*Prerequisite: COUN 577.*

**COUN 584 GROUP COUNSELING: THEORY AND PRACTICE 3**

Course is designed to familiarize counselors, social workers, and other practitioners with the use of group counseling methods for the facilitation of personal growth; the treatment of social and emotional disorders and the socioemotional education and enrichment of the individual. Entails examination of the historical and cultural context for group methods. Emphasis on diagnosis, group membership, group process, relevant social, psychological and educational theories in group behavior, treatment and strategies.

**COUN 586 ELEMENTARY SCHOOL GUIDANCE SERVICES 3**

This course is designed for elementary and middle school teachers and counselors-in-training who are concerned with supportive services related to human growth and life planning as a developmental process for their students. Special attention is given to the identification of problem areas and referral services..

**COUN 587 ADMINISTRATION AND SUPERVISION OF GUIDANCE PROGRAMS 3**

Developing and administering programs of student registration, theory and techniques of scheduling, and supervisory responsibilities of the director of guidance. Coordinating guidance activities in a multi-school district or agency. Examination of current guidance practices; formation of proposals for improvement in programs where the student is working as a counselor and/or director.

*Prerequisite: COUN 577, 589 or equivalent course.*

**COUN 588 TECHNIQUES OF INTERVIEWING AND COUNSELING 3**

Included in this course are techniques applicable to the interviewing and counseling of individuals and small groups. Directive as well as client-centered approaches are utilized. Specific attention is given to techniques such as role-playing, case studies, and audio/video tape feedback.

*Prerequisite: COUN 577.*

**COUN 589 STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION 3**

The course is a study of the student personnel functions in two-year and four-year colleges. The areas to be included are: personal counseling, financial aid, dormitory management, health programs, student activities and social programs; course selection, job placement, college admission and academic retention, administration and supervision of the program.

**COUN 590 COUNSELING THE ALCOHOLIC AND THE SUBSTANCE ABUSER 3**

Describes methods of assessment, treatment planning and charting. Explains the defense structure of the substance abuser. Discusses ethical issues and counseling with special populations as well as children and adult children of alcoholics. Demonstrates individual and group counseling skills.

**COUN 591 SEMINAR IN ALCOHOLISM AND SUBSTANCE ABUSE COUNSELING 3**

Emphasizes family treatment with alcoholism and drug problems and typical effects on spouse and children. Screening, assessment, diagnosis and treatment management are explored. Crisis intervention, relapse prevention, ethical issues and special populations are discussed.

*Prerequisite:* COUN 590.

**COUN 595 MULTICULTURAL COUNSELING 3**

Students will examine the concept of culture; consider their own values; analyze American middle class norms and their relationship to the counseling profession; and study diverse multicultural viewpoints with a close look at certain specific populations. The perspective will be one of sociology/anthropology joined to the psychological/counseling approach.

**COUN 601 WORKSHOP IN EDUCATION: GUIDANCE 3**

Students will be exposed to experiences designed to reinforce previous leadership and membership skills. They will have the opportunity to develop, carry out and evaluate a project concerned with small groups. Students may work singly or in groups to carry out their project designs.

**COUN 640 THE MENTALLY IMPAIRED AND CHEMICALLY ADDICTED CLIENT 3**

Provides concentrated study of a difficult substance abuse treatment population. Emphasized major theoretical issues drawn from recent research and clinical developments; includes consideration of assessment, treatment and after care perspectives, utilizing current approaches and specific techniques.

*Prerequisites:* COUN 450 and COUN 590.

**COUN 650 RESEARCH SEMINAR AND THESIS WRITING 3**

This course may be substituted for the Comprehensive Exam. It is available on a year-long basis, with an Incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must follow the MSU Thesis Guidelines which may be obtained from the Graduate Studies Office and consult their departmental advisor before beginning the process.

**COUN 651 STRATEGIES IN GERONTOLOGICAL COUNSELING 3**

This course provides perspectives on gerontological counseling. Emphasis is on the physical, psychological and social factors as they influence treatment planning, strategies and techniques of counseling.

*Prerequisites:* COUN 577, 588.

**COUN 652 COUNSELING THE FAMILY 3**

Study of the theory and dynamics of family therapy. Leading proponents of different schools and current practice in the field will be discussed. Techniques will be illustrated to clarify concepts. Developmental stages of child, adolescent, adult and family will be addressed.

*Prerequisite:* COUN 577.

**COUN 654 SUPERVISED FIELD WORK IN COUNSELING 3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

*Prerequisites:* 21 semester hours in master's degree program, permission of fieldwork coordinator.

**COUN 660 SELECTED PROBLEMS IN COUNSELING HANDICAPPED PERSONS 3**

This course presents an overview of prevailing laws, attitudes, issues and practices related to the special needs of handicapped persons. Attention is given to: 1) identification and understanding of the handicapped; 2) federal and New Jersey state legislation and supportive programs; 3) life/career counseling as particularly relevant to handicapped persons of all ages; 4) issues and trends in meeting the special needs of the handicapped.

*Prerequisites:* COUN 577, instructor's permission.

**COUN 661 GROUP DEVELOPMENT LABORATORY I 3**

Seminar experiences as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and the effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

*Prerequisites:* COUN 559 or equivalent course, instructor's permission.

**COUN 662 GROUP DEVELOPMENT LABORATORY II 3**

Seminar experience as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

*Prerequisites:* COUN 559, 661 or instructor's permission.

**COUN 663 GROUP LABORATORY DESIGN 3**

This course will focus on the translation of client needs into designs for programs of experiential and cognitive learning opportunities. Students will study models of programs which have been used for colleges, schools, businesses, and other organizations. They will then discuss the theoretical aspects involved and participate in the planning, carrying out, and evaluation of current laboratories, workshops, and conferences.

*Prerequisite:* COUN 559.

**COUN 664 INDEPENDENT STUDY 1 - 3**

An opportunity to study in depth areas of human services which are not offered in the regular curriculum, under the direction of department faculty member. Semester hours determined by the department chair following consultation with departmental research committee. Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved course or seminar related to the student's special area of interest.

*Prerequisite:* ELRS 503 or chairperson's permission.



**COUN 666 ETHICAL AND LEGAL ISSUES IN COUNSELING 3**

This course will include a study of ethical theory in relation to legal and moral issues in counseling. Conflicts and value problems will be looked at. Ethical principles and specific cases facing counselor will be included. Specific problems in thinking and counseling strategies as well as marketing of services and conduct of individual counselors will be studied.

*Prerequisite: COUN 577, or instructor's permission.*

**COUN 671 THE USE OF SELF-HELP PROCEDURES 3**  
**IN COUNSELING**

This course provides students with the opportunity to review, in a laboratory setting, the vast array of self-help materials and procedures available to the general public. Through experiential application, students will become familiar with step-by-step procedures, appropriate application and evaluation of self-help materials in the counseling process.

*Prerequisites: COUN 577, 588, instructor's permission.*

**COUN 672 COUNSELING THE AGING 3**

This course deals with the long-range preventive counseling and crisis intervention in critical stages of the aging process. Covered are such topics as: job change, economic upheaval, sexuality, changing family structure, chronic illness, death and dying.

*Prerequisite: At least 1 year counseling experience or department chairperson's permission.*

**COUN 673 COUNSELING FOR SEX EQUALITY 3**

This course is designed to help student become more aware of the overt and more subtle aspects of sex inequality in our culture; the need for individual and group counseling strategies to overcome sex bias; and the development of counseling skills needed to implement these strategies.

**COUN 674 SUPERVISED FIELDWORK IN COUNSELING II 3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

*Prerequisites: COUN 654 and permission of fieldwork coordinator.*

**ELAD 509 ADMINISTRATION OF EDUCATION AND 3**  
**TRAINING PROGRAMS**

This course prepares the present or prospective administrator to manage an education or training program in a nonschool setting. Administrative theory, organizational functions, personnel and staff requirements as well as program design and development will be examined and studied. The course is designed for the educational administrator in both public and nonpublic agencies as well as in profit-making or nonprofit organizations.

*Prerequisite: One and one-half years of work experience.*

**ELAD 510 EDUCATIONAL ADMINISTRATION I 3**

Nature and dynamics of organizations from the viewpoints of social and behavioral sciences. Leadership, decision-making, conflict resolution and other theories considered in the educational setting. Impact of environmental and personal forces on organizational behavior.

*Prerequisite: One and one-half years of successful teaching under certification.*



**ELAD 512 ADMINISTRATION OF ELEMENTARY SCHOOLS 3**

Educational leadership required for effective elementary school organization and administration. Changing role of the principal, relationships with staff and students and current principles, practices and techniques with regard to scheduling, staff utilization, plant operation, student activities and school community relations.

*Prerequisite: ELAD 510*

**ELAD 513 SECONDARY SCHOOL ADMINISTRATION 3**

Special administration problems of the junior and senior high school. Recruitment of staff; scheduling of teachers, organization and school morale, and recent experiments of organizational structure. Supervision of instruction as a major function of administration. Current demands of adults in the community. How the secondary school operates in relation to the elementary school and higher education to help design education as a continuous process. Students write a paper on a special administrative problem.

*Prerequisite: ELAD 510.*

**ELAD 520 SYSTEMS ANALYSIS IN EDUCATION 3**  
**AND TRAINING**

Latest techniques in operations research for educational purposes. Systems analysis techniques studied and utilized by student in an instructional, curriculum or administrative mode. Simulation techniques in classroom-oriented activities.

*Prerequisite: ELAD 510 and CURR 530.*

**ELAD 521 EDUCATION LAW 3**

Legal-theory, practical politics, relationship of school district organization to other units of government, appellate function of the state Commissioner of Education and the state Board of Education, New Jersey school laws (Title 18A of the revised statutes) and rules and regulation of the state board of education and their decisions. New Jersey school legal structure compared with that of other states.

**ELAD 522 USE OF COMPUTERS IN 3**  
**EDUCATIONAL ADMINISTRATION**

This introductory course provides for the school administrator an overview of the computer, its development and applications in education, and the nature of the computer operational requirements in an educational organization. Also included will be the elements of an educational management information system (EMIS), computer staff supervision, and use of computers in such areas as testing, record keeping, attendance and report preparation.

*Prerequisite: ELAD 510.*

**ELAD 526 SCHOOL BUSINESS ADMINISTRATION 3**

Role of school business administration in the public school. Various functions, structures and techniques of operation. Simulation techniques utilized to construct both a traditional and PPBS budget.

*Prerequisite: ELAD 510.*

**ELAD 528 FINANCIAL MANAGEMENT FOR EDUCATION/TRAINING PERSONNEL 3**

This course provides an introduction to budgets systems, financial management, general accounting procedures, and the process of reporting for training personnel. Also included will be discussions of the development of financial reports related to training, as well as experience in the use of cost-benefit analysis techniques. Financial terminology will be included in the overall course development.

**ELAD 531 PROGRAM PLANNING AND DEVELOPMENT 3**

This course provides education and training personnel with experience in the principles and techniques of designing training programs in the organizational setting. Special attention will be placed on organizational needs analysis and program development in skills areas and staff development. Students will design a total program and individual lessons for education and training efforts in a variety of simulated settings.

*Prerequisite: One and one-half years of work experience.*

**ELAD 540 SUPERVISION I 3**

School personnel as principals, coordinators and department and subject area supervisors in elementary and secondary schools. Contribution of supervisors in instruction and in supporting the professional work of classroom teachers.

*Prerequisites: Two years of teaching experience under certification and ELAD 510.*

**ELAD 542 SUPERVISORY SKILLS FOR EDUCATION AND TRAINING PERSONNEL 3**

This course provides the present and prospective education and training supervisor in a public or nonpublic, profit or nonprofit setting with instruction in course/program assessment, personnel selection procedures, staff evaluation processes, and material/equipment procurement. Also included is training manual development and use.

*Prerequisite: ELAD 509.*

**ELAD 543 THE CLINICAL SUPERVISOR 3**

Role of the supervisor in implementing clinical supervisory practices. Simulation techniques utilized to develop observation and conference techniques as well as the development of professional improvement plans.

*Prerequisites: ELAD 510, ELAD 540.*

**ELAD 545 LEADERSHIP SKILLS IN COMMUNICATION FOR THE EDUCATOR/TRAINER 3**

This course provides experience in basic leadership skills for the educator/trainer: communication skills, report writing skills, listening skills, and presentation skills. Students will prepare actual reports, presentations, and reactions, verbal and/or written, to problem situations. Audio and video taping of individual skills presentation of simulated situations will be an important component of the course. Increasing training and supervisory effectiveness through the improvement of communication skills will be the major focus of this course.

**ELAD 549 ETHICAL AND LEGAL ISSUES FOR EDUCATION AND TRAINING PERSONNEL 3**

This course provides the educator/trainer in a business setting with a theoretical and practical base in examining and analyzing ethical problems and legal aspects of training and development. Such topics as affirmative action, access to training programs, copyright laws, and employee discipline will be explained and discussed.

**ELAD 550 COMPUTER APPLICATIONS FOR COUNSELORS AND TRAINERS 3**

Course provides instruction in computers and software for both personal and program use in such professional fields as counseling, training, supervision. Emphasis will be placed on individual skills and knowledge of the computer, data processing, and information analysis. Further study will include record keeping, program applications, and software analysis in such areas as therapeutic learning programs, career awareness and development, computer-based training, and staff evaluation reporting.

**ELAD 560 WORKSHOP SEMINAR IN HIGHER EDUCATION 3**

Overview of structure and functioning. History, philosophy, sociology and politics of the college as a unique and dynamic institution in American society: Educational opportunity and the organization of higher education; open admissions; status, trends and implication; minority group youth in higher education; student initiatives for reform; faculty governance; etc.

*Prerequisite: Instructor's permission.*

**ELAD 615 SUPERVISED FIELD EXPERIENCE IN ADMINISTRATION AND SUPERVISION 3 - 6**

Students are assigned work within an educational agency, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the administrator. A written report on the activity or research paper will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

*Prerequisite: Permission of a graduate advisor. Graduate program matriculation required.*

**ELAD 616 INTERNSHIP IN EDUCATIONAL ADMINISTRATION 6**

Full semester assignment of guided work within an educational institution's administrative office. Sixth year students are eligible to choose this internship plan, but it is advised that arrangements be made for released time, at least one half time, if the internship is to be carried on in an institution where student is employed. The experience is planned to include a wide variety of administrative experiences such as locating and interviewing candidates for position, scheduling, in-service professional development, special committee leadership, projects that influence curriculum building arrangements and budgets. The sixth year student may be required to take ELAD 610 or 611 for three additional semester hours during this internship. In all cases, students will complete the research project as a part of the internship assignment.

*Prerequisite: Open only to matriculated students. Graduate advisor's permission.*



**ELAD 618 INDEPENDENT STUDY IN EDUCATIONAL ADMINISTRATION AND SUPERVISION 1 - 3**

Individual pursuit of a research topic in the area of administration or supervision, culminating in a written document of scholarly proportion and integrity. Arrangements for this course should be made with department chairperson or advisor.

*Prerequisites: Open only to advanced matriculated students in programs, with permission of department chairperson.*

**ELAD 621 SCHOOL PLANT PLANNING 3**

The relationship between educational facilities and educational programs. Site selection, development of educational specifications, the physical environment, selection of equipment, programming of various facilities based on curricula and community needs. Group visits to exemplary educational facilities.

*Prerequisite: ELAD 510.*

**ELAD 622 SCHOOL FINANCE 3**

Current economic environment; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments and role of school fiscal structure in relation to local, state and federal governments.

*Prerequisite: ELAD 510 and 521.*

**ELAD 624 SCHOOL PLANT MAINTENANCE AND OPERATION 3**

Latest techniques in the maintenance and operation of the school plant. Various specialists in specific areas of study utilized in the instructional program. Determination of work loads, formulation of job descriptions, supply storage, care of mechanical and hand tools and equipment and care of the school site. (Not offered every year.)

*Prerequisite: ELAD 510.*

**ELAD 628 FIELD EXPERIENCE IN ADMINISTRATION AND SUPERVISION FOR EDUCATORS/TRAINERS 3 OR 6**

Students are assigned to a particular office, under guidance of a supervisor, to carry out certain functions of the position. A college staff member acts as coordinator and supervisor by visiting site and consulting with student, observing him in action; plans with site supervisor for improvement and evaluation of student's work. This course may be taken for 3 or 6 credits.

**ELAD 643 STAFF PERSONNEL ADMINISTRATION AND SUPERVISION 3**

Personnel practices and problems in current school situations. Roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff.

*Prerequisites: ELAD 510 and 540.*

**ELAD 670 SELECTED TOPICS IN EDUCATIONAL ADMINISTRATION/SUPERVISION 1 - 3**

Emphasis on in-service education for practicing administrators and/or supervisors. Topics will vary in accordance with needs, concerns, or requests of school districts or professional organizations desiring service. Current problems are given priority. Credits to be dependent upon number of hours workshops and/or seminars are in session.

*Prerequisite: For practicing administrator or supervisors only.*



# CURRICULUM AND TEACHING

*Chairperson: Dr. Susie B. Boyce*

## MASTER OF ARTS IN TEACHING (MAT)

*MAT Coordinator: Dr. Susie B. Boyce*

*Graduate Advisors MAT: Dr. Susie B. Boyce and Dr. Catherine Becker*

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (MAT) and a Teaching Certificate simultaneously.

The regular program is open to students with undergraduate backgrounds equivalent to a teaching field in one of the following areas: fine arts, business education (bookkeeping and accounting, distributive education, general business education, secretarial studies), English, foreign languages (French, Spanish), home economics, industrial technology and education, mathematics, music, health and/or physical education, science, social sciences, TESL (Teaching of English as a Second Language), teacher of the handicapped, and theatre. Additional undergraduate course work in the student's teaching field may be required to meet certification standards. Students with an undergraduate liberal arts major may pursue elementary education (emphasis in early childhood education).

Upon successful completion of the program, and successful passing of the National Teacher Examination in the appropriate area as required by the state of New Jersey, the student will be recommended to the New Jersey Department of Education for a Teaching Certificate. Students interested in teaching elsewhere should seek information from the appropriate state authorities; requirements are generally similar.

Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed undergraduate or post-baccalaureate teacher certification programs must successfully complete one induction year of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey teaching certificate. Exempted from this requirement are persons who already possess a New Jersey standard certificate and are seeking an additional New Jersey certificate as well as those who are recommended for certification as Teacher of the Blind or Partially Sighted, Teacher of the Handicapped, or Teacher of the Deaf and Hard of Hearing. Persons recommended by the University for certification will receive a Certificate of Eligibility With Advanced Standing which authorizes the holder to seek and accept offers of employment in New Jersey schools and in other states. The Certificate of Eligibility is valid for the lifetime of its holder.

**Note:** Certification requirements are subject to change (see Teacher Education Programs in this catalog).

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission and matriculation for the master's degree, the applicant must file a separate application to the Teacher Education Program. Admission to the University cannot be considered admission to Teacher Education.

Criteria considered for admission are:

1. Three recommendations, two of which are from college/university faculty or school administrators.
2. Verification of demonstrated competence in speech by the department of Broadcasting, Speech Communication, Dance and Theatre.
3. Cumulative undergraduate grade point average of at least 2.67 and a qualifying score on the aptitude section of the Graduate Record Examination. For those whose native language is other than English, the TOEFL Examination may be substituted.
4. Evidence of active interest in community affairs and teaching.
5. Clearance by the Student Personnel Division (For MSU BA/BS graduates only).
6. Endorsement of the Teacher Admissions Committee (of the teaching field department and also of the Department of Curriculum and Teaching).

### Advisement

Upon acceptance, the MAT advisor will develop a formal program of course work with a departmental (teaching field) advisor. Students should continue to consult with the MAT advisor every semester after acceptance. Since students' backgrounds differ, no one should take courses without advisement. The program below is the generic program and may differ in detail for individual students.

## MASTER OF ARTS IN TEACHING (MAT) DEGREE REQUIREMENTS

Prerequisites: A course in psychology and fulfillment of all requirements stipulated by the teaching field department. Unfulfilled prerequisites will be listed on the student's official work program and are considered requirements for the degree. A memorandum from the departmental teacher education advisor of the teaching field must be submitted, listing major (teaching-field) course work necessary for certification and/or the M.A.T. degree.

# M.A.T. PROGRAM

(Normal Minimum 47 semester hours)

	Semester Hours
I. Course work in Professional Education required for certification:	
Major Department Methods Course .....	3-4
CURR 500 Fieldwork in Education .....	2
CURR 599 Curricular and Social Dynamics of Schooling .....	3
EDFD 520 Development of Educational Thought .....	3
(Educational Foundations Requirement)	
Reading and/or .....	3
Critical Thinking Requirements .....	3
Professional Semester:	
CURR 402 Seminar in Professional Education .....	1
CURR 411 Supervised Student Teaching or	
CURR 414, In-Service Supervised Teaching I, II .....	8
415	
CURR 435 Effective Teaching/Productive Learning .....	3
Departmental (major) Seminar (if required) .....	1
Total Semester Hours:	29-31
II. Courses in the Teaching Field or Related Fields:	
(Some or all of these courses may be required for certification and may be required prior to the Professional Semester. Advanced Educational Psychology and a Human/Intercultural Relations course must be included if not fulfilled elsewhere. At least 6 semester hours of graduate courses in the teaching field (major) are required.)	
Total Semester Hours:	12
III. Additional Courses in Professional Education:	
(May be taken after certification)	
COUN 559 Dynamics of Group Processes .....	3
ELRS 503 Methods of Research .....	3
Total Semester Hours:	6

If the student has essentially achieved the objectives of part of the program, that portion of the requirements may be waived upon (1) recommendation of the MAT advisor and (2) review and approval by the Dean of the School of the School of Professional Studies. However, the number of graduate credits may not be reduced below 32, and other requirements of the University and Teacher Certification Program still apply.

# MASTER OF EDUCATION (M. ED.) AN INTERDISCIPLINARY DEGREE FOR CLASSROOM TEACHERS

*M.Ed Administrator and Coordinator: Dr. Catherine Becker*

*Graduate Advisor: Dr. Catherine Becker*

The Master of Education degree housed in the department of Curriculum and Teaching is designed to provide teachers with the knowledge, skills and competencies that will improve their performance in the classroom while broadening their awareness of professional issues and concerns. It is a program that is consciously designed for the mature student, drawing on recent research in the fields of adult learning, cognitive development and teacher effectiveness. In addition there is a clearly defined field-based component which ensures that participating students put into practice what is learned in the program.

## Admission Requirements

Admission to the program is limited to active, certified teachers. Students must demonstrate required Graduate Record Examination (GRE) or Miller Analogies Test scores and a basic undergraduate grade point average of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate they are capable of completing the program. Matriculation is a two-step process. Students must demonstrate a "B" or better average in Phase I coursework for full matriculation. Persons interested in the program may secure information from Dr. Catherine Becker, Chapin Hall, Room 215.

## REQUIREMENTS FOR THE M.Ed. DEGREE

		Semester Hours
<b>PHASE I</b>		
CURR	530 Principles of Curriculum Development .....	3
ELRS	580 Learning: Process and Measurement .....	3
EDFD	521 Contemporary Educational Thought .....	3
EDFD	541 The School as a Social System .....	3
<b>TOTAL PHASE I:</b>		<b>12</b>
<b>TRANSITION I</b>		
COUN	559 Dynamics of Group Process .....	2
CURR	609 Transitional Seminar I .....	1
<b>TOTAL TRANSITION I:</b>		<b>3</b>
<b>CUMULATIVE TOTAL:</b>		<b>15</b>
<b>PHASE II</b>		
ELRS	503 Methods of Research .....	3
CURR	654, 655 Professional Development Modules I, II .....	4 - 8
<b>Specialization Courses</b> .....		<b>3 - 6</b>
<b>TOTAL PHASE II:</b>		<b>10 - 17</b>
<b>CUMULATIVE TOTAL:</b>		<b>25 - 32</b>



## TRANSITION II

CURR 651	Transitional Seminar II .....	1
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CUMULATIVE TOTAL: 26 - 33

## PHASE III

CURR 534	Strategies for Curriculum Change .....	3
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CURR 670	Culminating Activity .....	5
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Specialization Courses .....	2 - 6
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TOTAL PHASE III: 10 - 14

CUMULATIVE TOTAL: 36 - 47

# CURRICULUM AND TEACHING

## Course Descriptions

### Semester Hours

#### **CURR 500 FIELDWORK IN EDUCATION 1 - 3**

This field course will expose adult students to the theoretical underpinnings of social and learning behaviors of students in public schools and the professional behaviors of teachers in the context of classrooms. Coupled with theory will be actual experiences in appropriate settings designed to provide the adult students opportunities to reflect upon, to plan for, to interact with, and to evaluate the full range of teacher activities and students activities in classroom settings.

*Prerequisite: Students must be admitted to either the post-B.A. certification or MAT programs.*

#### **CURR 522 INNOVATIONS IN TEACHING 3**

New media and strategies, novel teaching rules, individualized instructional programs, classroom group dynamics and experimental school organizations. Team teaching utilized where feasible. The student prepares an innovation proposal.

*Prerequisite: At least one year of teaching experience.*

#### **CURR 523 EDUCATION IN THE INNER CITY 3**

The urban school through the eyes of city youngsters, teachers and other educational personnel. Influences of social and economic forces: poverty, family patterns, ghetto mores, urban unrest, emergent minority leadership, school funding patterns, community agencies and school traditions. Evaluation of federal and other projects, innovative teaching and local action. Student prepares a proposal for improvement of an urban school situation.

**CURR 530 PRINCIPLES OF CURRICULUM DEVELOPMENT 3**

Philosophic, social and economic forces in our society that have determined and will determine the pattern of curriculum in American education in the American public schools from K-12 grades. Accepted manner of designing such curricula and professional bodies and individuals who play leading roles in the process of curriculum design. Connection of community interest and power structures in society which are related to the professional decisions.

*Prerequisite: One and one-half years teaching experience.*

**CURR 531 CURRICULUM CONSTRUCTION IN THE 3**  
**ELEMENTARY SCHOOL**

Reviewing and bringing up-to-date basic curriculum development concepts; curriculum construction in a modern elementary school; creating an elementary school curriculum in a specific field for one or more grade levels.

*Prerequisite: CURR 530.*

**CURR 532 MIDDLE SCHOOL CURRICULUM 3**  
**AND ORGANIZATION**

Emerging curriculum of the rapidly developing middle school. Organization of pupils, instruction, media and facilities. Recent social changes and educational innovations; practices in typical middle schools; developing instructional strategies.

*Prerequisite: CURR 530.*

**CURR 533 CURRICULUM CONSTRUCTION IN THE 3**  
**SECONDARY SCHOOL**

Secondary school curriculum and the needs of a changing civilization. Effective means of curriculum, construction.

*Prerequisite: CURR 530; majors only.*

**CURR 534 STRATEGIES FOR CURRICULUM CHANGE 3**

Principles and concepts from sociology, social psychology, educational administration and curriculum applied to education. Opportunity to develop change strategies for particular field settings.

*Prerequisite: One and one-half years of successful teaching experience under certification.*

**CURR 537 THE STUDY OF TEACHING AND CURRICULUM 3**

The teaching process, the varieties of teaching models and metaphors, underlying philosophical considerations and the relationship between teaching and learning outcomes.

*Prerequisite: Three years of teaching experience.*

**CURR 538 DISCIPLINE AND GROUP MANAGEMENT 3**  
**IN THE CLASSROOM**

Course designed to enable teachers to more effectively manage classroom behavioral problems. Classroom management will be examined as distinct from and requisite for effective instruction. Several unified managerial approaches will be studied. Course will culminate with opportunities to practice the selection and application of specific managerial techniques to a range of simulated classroom situations.

*Prerequisite: Course in educational psychology.*

**CURR 550 MICROCOMPUTERS IN CURRICULUM AND CLASSROOM TEACHING 3**

The course is designed to develop, in teachers, skills and knowledge which will help them use computers in their teaching. The skill areas are those involving word processing, data base management, and test construction. The knowledge areas include software evaluation and methods of computer based instruction-tutorials, drill and practice, simulations, games and tests.

**CURR 551 PROBLEM SOLVING AND CRITICAL INQUIRY IN CURRICULUM DEVELOPMENT 3**

This course provides an opportunity for participants to delve into the nature of problem solving and inquiry within a specific subject and apply this new knowledge to the development of a curricular product.

**CURR 599 CURRICULAR AND SOCIAL DYNAMICS OF SCHOOLING 3**

This course introduces students to the curriculum of the American School. The content of the curriculum, the organization of the curriculum and the pedagogical factors that influence it are examined. In addition, students examine the historical, political and philosophic factors that influence curriculum.

**CURR 609 TRANSITIONAL SEMINAR I 1**

This course provides participants with an opportunity to integrate major content of Phase I and set goals for remainder of program.

*Prerequisites: Phase I courses for M.Ed., matriculation in M.Ed. program .*

**CURR 610 INDEPENDENT STUDY IN CURRICULUM AND TEACHING 1 - 3**

An opportunity for practicing teachers to develop and implement curricula under the guidance of curriculum development specialists. Student should discuss proposal with a faculty sponsor in the department of Curriculum and Teaching and secure permission prior to registration. Especially appropriate for teachers involved in "T&E" planning.

*Prerequisite: CURR 530 Principles of Curriculum Development.*

**CURR 635 RESEARCH SEMINAR IN CURRICULUM CONSTRUCTION 3**

Individual advanced work in curriculum construction. Admission upon approval of the instructor.

*Prerequisites: CURR 530 and 531, or 532, or 533.*

**CURR 651 TRANSITIONAL SEMINAR II 1**

Building upon the work of Transitional Seminar I, students design a plan for their culminating activity, which will be implemented as the final stage of the M.Ed. program.

*Prerequisites: All Phase I, Phase II, and Transitional I courses for M.Ed. program.*

**CURR 654 PROFESSIONAL DEVELOPMENT MODULES I****4 - 8**

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4 - 8 credits depending upon how long it takes to develop and demonstrate required mastery.

*Prerequisites: All Phase I courses, CURR 609, COUN 559, and ELRS 503.*

**CURR 655 PROFESSIONAL DEVELOPMENT MODULES II****4 - 8**

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4 - 8 depending upon how long it takes to develop and demonstrate required mastery.

*Prerequisites: All Phase I courses, CURR 609, COUN 559, and ELRS 503.*

**CURR 670 CULMINATING ACTIVITY****5**

This is the final course of the M.Ed. program. Each teacher is responsible for implementing, at a field site, the activity he/she planned in Transitional Seminar II, and then evaluating and disseminating the results.

*Prerequisites: All Phase I, II and III courses and all Transition I and II courses.*



# EDUCATIONAL FOUNDATIONS

*Chairperson: Professor Myrna Danzig*

The Department of Educational Foundations has the dual responsibility of serving established educational programs while developing new approaches toward their improvement through philosophical, psychological, sociological, historical and comparative studies, as well as through educational theory and research. In keeping with these professional responsibilities, the department offers the M.Ed. concentrations in Critical Thinking and Philosophy for Children as well as the foundation courses in educational philosophy, educational sociology, research measurement, and evaluation methodology for the preparation and professional development of teachers and other educators.

## MASTER OF EDUCATION, CONCENTRATION IN CRITICAL THINKING

*Graduate Advisor: Dr. Wendy Oxman*

The Master of Education (M.Ed.), concentration in Critical Thinking is housed in the Department of Educational Foundations, School of Professional Studies at Montclair State University, under the leadership of the Dean. The concept of critical thinking is used as a focal point for an analysis of schooling in America, the relationship between the schools and the broader social system, and the theoretical basis for pedagogical decisions. Recognizing the importance of improving classroom practice of teachers enrolled in the program, strong emphasis is placed on understanding the theoretical underpinnings of critical thinking from a philosophical, historical, social, and political perspective, and a consideration of the implications for classroom practice. Improvements in classroom practice of teachers enrolled in the program are developed from these implications.

### GOALS

- a. To develop an understanding of the philosophical, historical, social, and political origins of the concept of teaching for critical thinking and the implications for current school practice.
- b. To develop an understanding of the basic concepts and ideals that underlie critical thinking as a school goal.
- c. To develop an understanding of research and evaluation especially as they relate to the improvement of teaching.
- d. To strengthen teachers' existing curricular planning and pedagogical strategies so that critical thinking objectives can be achieved.
- e. To develop the ability to engage in a critical analysis of educational issues and the professional knowledge base of teachers.

## ADMISSION AND MATRICULATION

Admission to the M.Ed. program is limited to certified teachers. Applicants must demonstrate required GRE or Miller Analogies Test scores and a basic undergraduate GPA of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate that they are capable of completing the program. An applicant who wishes to enroll in courses in the program prior to matriculation may be permitted to register for six credits by presenting proof of an undergraduate degree or teaching certification.

Graduation requirements are the completion of 39-48 semester hours as outlined, including a culminating activity.

### REQUIREMENTS FOR THE MASTER OF EDUCATION, CONCENTRATION IN CRITICAL THINKING

	<b>Semester Hours</b>
<b>I. Core M.Ed. Courses.....</b>	<b>18</b>
COUN 559 Dynamics of Group Processes .....	3
CURR 530 Principles of Curriculum Development .....	3
CURR 534 Strategies for Curriculum Change .....	3
EDFD 520 Development of Educational Thought .....	3
EDFD 540 Social Forces and Education .....	3
ELRS 503 Methods of Research .....	3
<b>II. Concentration Required Courses .....</b>	<b>9</b>
ELRS 550 Critical Thinking and Learning .....	3
EDFD 548 Crucial Issues in American Education .....	3
EDFD 670 Culminating Activity Project in Critical Thinking.....	3
<b>III. Specialization Courses, selected from such courses as: .....</b>	<b>9</b>
CURR 635 Research Seminar in Curriculum Construction.....	3
EDFD 551 Critical Thinking and Moral Education .....	3
EDFD 552 Critical Thinking and Political Forces in Education .....	3
READ 507 Understanding Reading Comprehension .....	3
READ 508 Critical Thinking and Literacy .....	3
READ 600 Workshop in Contemporary Issues in Reading .....	1-3
<b>IV. Content Field Courses: .....</b>	<b>3-9</b>
In addition, students must complete 3-9 semester hours, as determined by an advisor, in content field(s), e.g., science, English, history, foreign language, etc.	
Courses are to be selected in consultation with the advisor.	

**Total Semester Hours for M.Ed. with the concentration in**

**Critical Thinking ..... 39-48**

# MASTER OF EDUCATION, CONCENTRATION IN PHILOSOPHY FOR CHILDREN

*Director of the Institute for the Advancement*

*of Philosophy for Children (IAPC): Dr. Matthew Lipman*

*Director of IAPC Graduate Programs,*

*Graduate Advisor: Dr. Ann Margaret Sharp*

The master's program in philosophy for children is designed for candidates who have a liberal arts degree or its equivalent. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the philosophy for children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take course work in philosophy for children, educational psychology, and social theory. Additional course work enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Students from many foreign nations participate in the program in addition to students from various parts of the United States. Many of these students already hold a master's degree in Philosophy. Among those who successfully complete the program, some will go on to Ph.D. programs at various universities, including the Ph.D. Program in Philosophy for Children at InterAmerican University in Mexico City. Some will become Philosophy for Children coordinators in school districts; and some will become classroom teachers.

## **Admission Requirements**

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

## **Examinations**

All candidates for the degree must pass the IAPC comprehensive examination given each year at the end of the summer terminal session. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

# REQUIREMENTS FOR THE MASTER OF EDUCATION, CONCENTRATION IN PHILOSOPHY FOR CHILDREN

## Semester Hours

Summer (one month off-campus residential session)			
PHLC	508	Teaching Philosophical Reasoning I .....	2
PHLC	509	Teaching Philosophical Reasoning II .....	2
Fall			
CURR	530	Principles of Curriculum Development .....	3
CURR	534	Strategies for Curriculum Change .....	3
EDFD	521	Contemporary Educational Thought .....	3
PHLC	511	Teaching Philosophical Reasoning III .....	3
PHLC	512	Value Inquiry .....	3
Spring			
COUN	559	Dynamics of Group Process .....	3
EDFD	581	Foundations of Reflective Education .....	3
ELRS	503	Methods of Research .....	3
PHIL	426	Seminar in Philosophy .....	3
PHLC	513	Social Inquiry .....	3
Summer (one month, off-campus residential session)			
PHLC	614	Scientific Reasoning .....	2
PHLC	615	Foundations of Philosophy for Children .....	2

## COMPREHENSIVE EXAMINATION

Total semester hours: 38

## EDUCATIONAL FOUNDATIONS

### Course Descriptions

## Semester Hours

<b>EDFD</b>	<b>520</b>	<b>DEVELOPMENT OF EDUCATIONAL THOUGHT</b>	<b>3</b>
Intensive study of philosophic assumption from classical to modern schools of thought as they relate to educational theory and practice. Realism, idealism, and naturalism with emphasis upon significant contributions from Plato, Aristotle, Epicurus, Locke, Rousseau, Aquinas and others will be analyzed in light of current issues.			
<b>EDFD</b>	<b>521</b>	<b>CONTEMPORARY EDUCATIONAL THOUGHT</b>	<b>3</b>
Critical evaluation of schools of philosophy which have contributed to educational thought in modern times; pragmatism, progressivism, existentialism, perennialism, reconstructionism, and others. Current trends and problems; principles underlying educational theory and practice.			



**EDFD 540 SOCIAL FORCES AND EDUCATION 3**

Examination of various facets of society that have impact on the educational system: economic, political, social, ethnic and religious forces as they relate to problems of educational systems. Field studies included.

**EDFD 548 CRUCIAL ISSUES IN AMERICAN EDUCATION 3**

A study of the origin, development, and status of very specific crucial issues in the field of education: equal opportunity for education, racial integration, and education; federal aid to education; compensatory education and socio-economic deprivation; affirmative action and civil rights legislation.

**EDFD 550 CRITICAL THINKING AND LEARNING 3**

This course provides an introduction to critical thinking as an educational goal. Students will consider the nature of critical thinking and its implications for educational objectives and student learning, and engage in its practice. Students will examine classroom practices through which critical thinking can be developed, including questioning strategies and evaluation procedures.

**EDFD 551 CRITICAL THINKING AND MORAL EDUCATION 3**

The course offers a critical thinking framework for moral education. Approaches to moral education through critical thinking will be explored including those of Lipman, Siegel and Paul. These will be seen within the perspective of alternative and complementary approaches including values clarification, moral developmentalism, and cultural transmission models. Students will be helped to identify occasions for moral education throughout the curriculum and to design interventions and curriculum materials to strengthen the moral judgment of their pupils.

**EDFD 552 CRITICAL THINKING AND POLITICAL FORCES 3**  
**IN EDUCATION**

Critical thinking is a reform movement in education that reflects sociological, political, and philosophical issues. Writers, including Freire, Greene, Paul, Siegel and Lipman, have advocated a critical response to educational policy viewed within the context of social and political forces. The course will examine these views and analyze their role in relation to current trends and attitudes as reflected by thinkers such as Hirsch and Bloom and the various reports that have exemplified the current evaluation of recent education.

**EDFD 565 WOMEN AND EDUCATION IN AN 3**  
**INTERNATIONAL PERSPECTIVE**

A course designed to study the relationship between the education received by women and their socio-political and economic conditions in various countries throughout the world.  
*Prerequisite: Undergraduate degree.*

**EDFD 566 INTERNATIONAL EDUCATION 3.0**

Students are introduced to the work of international education agencies such as UNESCO, the Institute for International Education, and campus groups that focus on international students. Readings are in the field of international education with supplementary readings in social sciences that provide a context. Each student is required to involve himself with the work of an international agency as a culminating activity.

**EDFD 581 FOUNDATIONS OF REFLECTIVE EDUCATION 3**

Attention will be given to the basic technique of forming classroom communities of inquiry through the study of the broad historical tradition of educational philosophy from Plato to Passmore. Particular attention will be given to philosophers who have dealt with the nature of reflection, thinking skills, ethical inquiry, pedagogical methods, children's rights, dialogue, community, personhood, and the general aims of education.

**EDFD 670 CULMINATING ACTIVITY PROJECT 3**  
**IN CRITICAL THINKING**

The final course in the M.Ed. Program, Concentration in Critical Thinking, this individualized learning experience involves each graduate student in the planning and execution of a complex critical thinking project, in consultation with the course instructor. Each student must relate critical thinking to his/her own on-going professional responsibilities, as well as prepare a formal evaluation of the results. A descriptive and evaluative report are required, as is the dissemination of the results through a conference presentation or publishable article.

**ELRS 503 METHODS OF RESEARCH 3**

Theory and methods of historical, descriptive, and experimental research; formulation of a research problem; use of bibliographical sources and reference materials; statistics and measurement in research; types and instruments of research; data collection, and analysis. Writing the research report, and career opportunities in research.

**ELRS 553 SELECTED TOPICS IN CRITICAL THINKING 3**

This course will focus on particular areas of application, theoretical dispute, and/or procedural issues as they apply to teaching for critical thinking.

*Prerequisite: EDFD 550.*

**ELRS 578 TESTING AND EVALUATION 3**

Principles and practices of educational and psychological testing and evaluation relevant to professionals in human services, communication sciences and disorders, education, and related fields. Historical/philosophical orientation; place of testing in instructional and remedial programs; statistical concepts underlying measurement; validity, reliability, response set; construction of tests and measurement instruments; evaluation and interpretation of testing data; use and misuse of testing data; reporting data to students, parents and colleagues; critical analyses of selected standardized intelligence, ability and personality tests; experimental tests and measurement instruments. Course project geared to individual student needs.

**ELRS 580 LEARNING: PROCESS AND MEASUREMENT 3**

Study of the learning process and its measurement as it applies in the classroom and non-school settings.

**ELRS 603 SEMINAR IN RESEARCH 3**

Carry out a research project-historical, descriptive, or experimental in nature-culminating in a written report.

*Prerequisite: ELRS 503 or equivalent course.*

Designed for individuals who, in consultation with advisor, wish to undertake an in-depth analysis of a specific research problem.  
*Prerequisite: Permission of advisor.*

INSTITUTE FOR THE ADVANCEMENT OF  
PHILOSOPHY FOR CHILDREN

Course Descriptions

	Semester Hours
<b>PHLC    508    TEACHING PHILOSOPHICAL REASONING I</b>	<b>2</b>
This course aims to acquaint teachers with reasoning skills that are employed in everyday conversation, reading, listening and writing, so as to prepare them to think more reasonably and judiciously.	
<b>PHLC    509    TEACHING PHILOSOPHICAL REASONING II</b>	<b>2</b>
This course aims to assist teachers to operationalize reasoning skills while at the same time utilizing certain aspects of philosophy of language, aesthetics and epistemology for the enhancement of writing skills.	
<b>PHLC    511    TEACHING PHILOSOPHICAL REASONING III</b>	<b>3</b>
The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills.	
<i>Prerequisite: PHLC 510.</i>	
<b>PHLC    512    VALUE INQUIRY</b>	<b>3</b>
Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.	
<b>PHLC    513    SOCIAL INQUIRY</b>	<b>3</b>
This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and the social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.	
<i>Prerequisites: PHLC 508, 509 and 511.</i>	
<b>PHLC    614    SCIENTIFIC REASONING</b>	<b>2</b>
This course aims at familiarizing students with a variety of reasoning skills that are useful in scientific inquiry, while at the same time teaching them how to create a cognitive readiness in children to do science.	

This course focuses on the educational relationship between children and thinking. It aims to assist students to understand the role of ideas in children's learning, the ways in which children can be encouraged to deliberate with regard to ill-defined conceptual issues, and to assist students to understand the relationship of Philosophy for Children to critical and creative thinking.



# ENGLISH AND COMPARATIVE LITERATURE

*Chairperson: Dr. James Nash*

*Graduate Advisor: Dr. Lee C. Khanna*

In the master's program in literature, the student will study individual authors and their works intensively, while developing a broader understanding of literary periods, themes, and types. Students are expected to demonstrate the ability to participate in sophisticated scholarly discourse, both orally and in writing. Within the total 33 semester hours of course work, one of four emphases may be chosen: British literature to 1745; British literature 1745 to the present; American literature; or comparative literature. In addition, courses are offered in such special topics as film and the teaching of composition, literature, and basic writing.

The program serves as continuing training for in-service teachers and as preparation for doctoral-level work, as well as intellectual enrichment for students who wish to develop a deeper understanding of literature for its own sake. A significant number of M.A. graduates have, in recent years, gone on to the doctoral programs at major universities. Others have found the program to be both useful and enhancing to careers in business.

## ADMISSION REQUIREMENTS

Candidates for matriculation in the Master of Arts program of this department must show a B average or better in their undergraduate work and a score of not less than 500 (Verbal) on their Graduate Record Examinations. Most applicants will have majored in literature (English, comparative, or foreign) at the undergraduate level. However, students with strong academic credentials may apply even if they do not have the recommended background in literature. The graduate advisor will interview each candidate for the program regarding his or her scholastic record and intellectual or professional goals. Students admitted to the Graduate Program in English and Comparative Literature must take at least one course in each academic year in order to maintain matriculation. Exceptions may be made upon application to the departmental Graduate Program Coordinator.

Non-matriculated students must obtain the approval of the departmental Graduate Program Coordinator in order to enter graduate courses in English and Comparative Literature.

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENGLISH AND COMPARATIVE LITERATURE

## I. Distribution of course work

### A. British and American Literature

1. Seminar in Literary Research (to be taken near the beginning of the program) ..... 3
2. Thesis Writing (to be taken at the end of the program) ..... 3
3. An emphasis in one of three major areas as follows: ..... 9
  - a. British literature to 1745
  - b. British literature from 1745 to the present
  - c. American literature
4. To be distributed evenly among the remaining two major areas and the area of comparative literature ..... 9
5. Electives ..... 9

Minimum: 33 semester hours

### B. Comparative Literature. In cooperation with other divisions in the School of Humanities and Social Sciences, the department offers students who have superior command of a foreign language (usually French or Spanish) the opportunity to carry out an emphasis in comparative literature.

Courses are focused on the interrelationships among literatures. Significant authors, ideas, movements, and literary types in different ages and cultures are selected for comparison. (N.B: Comparative literature courses, prefixed ENLT, are open to all students, regardless of their emphasis. Lectures and readings are in English.)

1. Seminar in Literary Research (to be taken near the beginning of the program)..... 3
2. Thesis Writing (to be taken at the end of the program) ..... 3
3. An emphasis in comparative literature ..... 9
4. French or Spanish literature ..... 9
5. To be distributed evenly among the three major areas of British and American literature ..... 9

Minimum: 33 semester hours

## II. Foreign Language Requirement

Students must demonstrate a reading knowledge of a foreign language, either by passing a written examination or by earning a grade of B in French as a Research Tool (FREN 500), before taking the comprehensive examination or registering for Thesis Writing. Examinations normally will be given in French, German, Russian, Italian, or Spanish. Other languages may be offered with the approval of the department. Students with an emphasis in comparative literature will receive approval of the language of their primary area of study.

The foreign language examination is given on the last Saturdays of February and September. French as a Research Tool is offered whenever there is a sufficient number of interested students, usually every other year. Students who wish to take the course should notify the graduate advisor.

### III. Comprehensive Examination

All candidates for the master's degree must pass a three-hour written comprehensive examination. The examination is designed to test critical ability and familiarity with major works of British, American, and foreign literature as well as selections in literary criticism. Students must complete at least three-quarters of their course work and satisfy the foreign language requirement before taking the comprehensive examination, and must pass the examination before registering for Thesis Writing.

The comprehensive examination is based on a reading list compiled by a committee of graduate faculty. The list includes the four major areas of literary study (see Distribution of Course Work, above). In the semester before taking the examination, students should inform the graduate advisor of their intentions. The reading list will be sent to them late in the semester preceding the one in which the exam will be taken.

The comprehensive examination is given on the last Saturdays of March and October.

## ENGLISH AND COMPARATIVE LITERATURE

### Course Descriptions

#### BRITISH LITERATURE TO 1745

	Semester Hours
<b>ENGL 500 OLD ENGLISH LITERATURE</b>	<b>3</b>
Specimens of Old English prose and poetry are read in the original language and studied for an appreciation of their literary art. No previous study of Old English is required. The first half of the course is spent on grammar and pronunciation, using prose from the chronicles and other works as examples. Oral recitation is required of all students. Poetry is studied in the second half of the course. Topics include the oral-formulaic tradition, the verse types, and the mixture of Christian and pagan themes characteristic of the literature.	
<b>ENGL 505 CHAUCER</b>	<b>3</b>
An intensive study of the Canterbury Tales and other works against their literary and social backgrounds, with special attention to Chaucer's language and to the procedures of Chaucerian scholarship. No previous study of Middle English is required.	
<b>ENGL 508 SHAKESPEARE STUDIES: TRAGEDIES</b>	<b>3</b>
Shakespeare's tragic drama against a background of classical and Medieval theories of tragedy, and in relation to the practice of his contemporaries. Consideration is given to Shakespeare's use of plot sources and to Elizabethan theories of rhetoric.	
<b>ENGL 509 SHAKESPEARE STUDIES: COMEDIES</b>	<b>3</b>
Shakespeare's comic art in the light of comic theory and practice from Aristotle to the present. Areas of analysis include Shakespeare's use of Roman and native English comedy, his language, characters, and sources, and the traditions of Shakespearean criticism.	



**ENGL 510 SHAKESPEARE STUDIES: HISTORIES 3**

A study of the ten English history plays. Shakespeare's use of historical sources and variations from historical fact are examined carefully. Attention is given to scholarship, criticism, and production of the history plays.

**ENGL 511 ELIZABETHAN AND JACOBAN DRAMA 3**

A comprehensive view of the period of the apex of English drama, from 1550 to the closing of the theaters in 1642. Major works by Elizabethan and Jacobean dramatists other than Shakespeare are studied in the light of Medieval English drama and the new Renaissance theories of Shakespeare's contemporaries. Attention is given to changes in subject matter, tone, dramaturgy, and staging during the latter part of the period.

**ENGL 515 SEVENTEENTH CENTURY LITERATURE: POETRY 3**

The poetry of Donne, Jonson, Herbert, Marvell, and Milton, supplemented by historical and intellectual background and by selections from the work of Vaughan, Traherne, Crashaw, Herrick, Suckling, Lovelace, Carew, and Cowley. Stylistic categories such as the metaphysical the classical, and the meditative are considered in the light of a close critical analysis of the major poetry.

**ENGL 516 SEVENTEENTH CENTURY LITERATURE: PROSE 3**

English prose between the Elizabethan period and the age of Queen Anne, including the development of prose style and the origins of the short narrative, of scientific writing, and of modern literary criticism. Authors include Milton, Pepys, Bunyan, Walton, Burton, Bacon, Brown, and Aubrey.

**ENGL 518 MILTON 3**

Paradise Lost, Paradise Regained, Samson Agonistes, and some of the minor works are analysed intensively. Styles, themes, and techniques are considered in the light of Milton's life and the political and religious controversies of his times. The poetry is also studied in terms of its relation to Milton's Italian and classical models, his Elizabethan masters, and his contemporaries.

**ENGL 521 THE AUGUSTAN AGE 3**

The literature of the Restoration and early eighteenth century in its cultural contexts. Topics include criticism and aesthetics, satire, the new nature poetry, and the relationship between literary forms and philosophical and critical ideas. Emphasis on the works of Dryden, Swift, Pope, Gay, Addison and Steele, and Thomson.

**ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.



## BRITISH LITERATURE 1745 - PRESENT

- ENGL 529 BRITISH ROMANTICISM I: WORDSWORTH AND COLERIDGE 3**  
The poetry of the two most important writers of the first generation of the Romantic movement in England. Emphasis is placed on the significance of their poetry in terms of the poets' own personal experience and in the context of the age of democratic and industrial revolution.
- ENGL 530 BRITISH ROMANTICISM II: BYRON, SHELLEY, AND KEATS 3**  
The major works of the second-generation Romantics are studied in relation to the experience of their lives and the movements of their time. Attention is also given to their letters and critical writings.
- ENGL 532 VICTORIAN STUDIES II: NOVEL 3**  
The Victorian novel in its historical and cultural contexts, with emphasis on the responses of the most vital art form of the age to the unprecedented changes in English life that took place during the era. Works by Thackeray, Trollope, Dickens, the Brontes, Eliot, and others.
- ENGL 533 VICTORIAN STUDIES III: POETRY 3**  
The course concentrates on the major mid-Victorian poets, Tennyson, Browning, and Arnold, and to a lesser extent on their successors among the pre-Raphaelites, the aesthetes, and the rhymers.
- ENGL 535 HARDY, JOYCE, AND LAWRENCE 3**  
An examination of the fiction of these three writers with special attention to the ways in which their work illuminates the transition to modern fiction, demonstrates the relation between literary consciousness and society, and illustrates the cultural phenomenon of the artist repudiated by society.
- ENGL 540 THE MODERN BRITISH NOVEL 3**  
Innovations in characterization, narrative technique, and theme under the impact of major twentieth-century political, economic, and cultural developments. Works by Forster, Huxley, Waugh, Orwell, Greene, Amis, Murdoch, Lessing, and others.
- ENGL 542 THE IRISH RENAISSANCE 3**  
The Irish contribution to twentieth-century literature and aesthetic theory, specifically to that brand of experimentation, individualism, and internationalism associated with the idea of the modern. Special attention to W.B. Yeats, James Joyce, J.M. Synge, Sean O'Casey, and Frank O'Connor.
- ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**  
The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

## AMERICAN LITERATURE

### **ENGL 550 STUDIES IN EARLY AMERICAN LITERATURE 3**

All major and several minor American writers of the seventeenth and eighteenth centuries are studied within several contexts: literary, religious, philosophical, and political. Topics include the development of American literature 1620-1800; the effects of puritanism and deism; the concept of the American Dream; the originality of the founding fathers; and the extent to which modern American literature and culture reflect the colonial heritage.

### **ENGL 555 AMERICAN ROMANTICISM 3**

An exploration of the Romantic movement in America with particular emphasis on transcendentalism. Works by Emerson, Thoreau, Whitman, Irving, Cooper, and Bryant.

### **ENGL 556 POE, HAWTHORNE, AND MELVILLE 3**

An intensive examination of the writings of the three "Dark Romantics" of the American Renaissance, set against their biographical backgrounds and the literary and historical contexts in which they worked.

### **ENGL 557 AMERICAN REALISM 3**

The development of American realistic fiction, with emphasis on the works of Twain, Howells, and James in relation to their literary heritage and to their social milieu.

### **ENGL 560 MODERN AMERICAN FICTION 3**

After a brief examination of late nineteenth-century realism, the major writers of the twentieth century (up to World War II) are studied with special attention to the critical attitudes of the period and to related scholarship. Authors include Dreiser, Stephen Crane, Sherwood Anderson, Hemingway and Faulkner.

### **ENGL 561 MODERN AMERICAN POETRY 3**

Beginning with background material on late nineteenth-century poetry, the course examines selected major modern poets. The changing scene in modern poetry is noted, and the reading of contemporary poets is included. Works by Hart Crane, Hilda Doolittle, T.S. Eliot, Robert Lowell, Ezra Pound, Wallace Stevens, and others.

### **ENGL 563 RECENT AMERICAN FICTION 3**

Fiction of approximately the last thirty years in the context of American culture and the traditions of American fiction. The course analyzes the characteristics of theme, technique, and sensibility that form the basis of a writer's response to the ambiguities of life in the contemporary world. Works by Bellow, Mailer, Roth, Oates, Updike, Didion, O'Connor, Walker, Godwin, Brautigan, Ellison, Baldwin, and others.

### **ENGL 564 AMERICAN DRAMA 3**

The major American playwrights, such as Eugene O'Neill, Thornton Wilder, Arthur Miller, and Tennessee Williams, are placed in the perspective of their contemporaries and of traditions of the American stage.

### **ENGL 598 INDEPENDENT STUDY OF AMERICAN LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

## COMPARATIVE LITERATURE

### **ENLT 513 LITERARY CRITICISM FROM 1800 TO THE PRESENT 3**

The break from classical theory (notably by the Romantics) and the search, principally in our own day, for new definitions of the nature and function of literature. Throughout the course, critical theory is related to the history, art, and principal writings of each period. *Prerequisite: ENLT 512 or instructor's permission.*

### **ENLT 565 IBSEN, STRINDBERG, AND SHAW 3**

Intensive study of three great modern playwrights with an emphasis on dramatic theory and criticism, social context, and literary/theatrical values.

### **ENLT 570 THE MODERN NOVEL 3**

Selected works by European, English, and Latin American masters, illustrating the evolution of the novel during the twentieth century. Works by James, Proust, Kafka, Dos Passos, Woolf, Gide, Mann, Hesse, Stein, Beckett, and others.

### **ENLT 571 TRENDS IN THE CONTEMPORARY NOVEL 3**

A study of eight to twelve novels written since 1950 in English, French, German, Spanish, and Italian. The selections will be distributed evenly among the languages. Emphasis will be upon literary trends common to the contemporary novel regardless of the language in which it is written. Representative authors include Fowles, Ellison, Cortazar, Garcia Marquez, Goytisolo, Sollers, Duras, Böll, Frisch, and Moravia.

### **ENLT 572 MODERN MOVEMENTS IN THE ARTS: FUTURISM THROUGH SURREALISM 3**

A comparative and interdisciplinary course in the theory and practice of modernism in literature, music, and the visual arts in Europe, the United States, and Latin America. The specific objectives are to explore the origins, the development and the influence of four major movements in the modern arts: futurism, expressionism, Dada, and surrealism.

### **ENLT 577 FILM STUDIES 3**

On a rotating basis, different cultural, historical, and aesthetic aspects of American, British, or world film will be examined. See current announcement. Students may repeat Film Studies so long as the topic is different each time.

### **ENLT 599 INDEPENDENT STUDY IN COMPARATIVE LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate advisor program coordinator and of the project supervisor required before registration.

## ENGLISH EDUCATION

### **ENGL 581 TEACHING WRITING 3**

In a workshop format, secondary school and college teachers of writing explore current theory and practice in the teaching of writing. Participants develop instructional materials based on sound theory.



**ENGL 582 TEACHING BASIC WRITING 3**

The basic writer has severe difficulties with the language, conventions, and mechanics of academic writing and is therefore usually placed in "remedial" courses in high school and college. This course explores the social, educational, and linguistic causes of these students' problems, and helps secondary school and college teachers to develop a coherent approach to basic writing instruction. In the course of the semester, the teachers also create and share practical teaching techniques.

**SEMINARS****ENGL 600 SEMINAR IN BRITISH LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the British seminar so long as the topic is different each time.

**ENGL 601 SEMINAR IN AMERICAN LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the American seminar so long as the topic is different each time.

**ENLT 602 SEMINAR IN COMPARATIVE LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the Comparative Seminar so long as the topic is different each time.

**ENLT 605 SEMINAR IN LITERARY RESEARCH:  
COMPARATIVE FOCUS 3**

An introduction to the principal methods of scholarly and critical inquiry practiced in the practice in the discipline of comparative literature.

*Prerequisite: Comparative literature majors only. Instructor's permission required.*

**WRITING SEMINAR****ENWR 590 GRADUATE WRITING SEMINAR 3**

Developing writing skills in one or more of the following: essay, business report, technical report, scholarly research, autobiography, fiction, drama, poetry.

*Prerequisites: Submission of writing samples and instructor's permission.*

**REQUIRED COURSES****ENGL 605 SEMINAR IN LITERARY RESEARCH 3**

Instruction and practical experience in such areas as reference sources, textual study, kinds of criticism, and the basics of editing. Recommended for the first or second semester of graduate study.

**ENGL 606 THESIS WRITING 3**

Working closely with a research advisor, the student conducts a scholarly investigation and completes an acceptable master's thesis.



# ENVIRONMENTAL STUDIES

*Chairperson: Dr. Jonathan M. Lincoln*

*Graduate Advisor: Dr. David K. Robertson*

The Master of Arts degree in Environmental Studies offers concentrations in Environmental Education, Environmental Health, Environmental Management, and Environmental Science. Each of these concentrations is designed for professional careers. Environmental Education serves the needs of teachers; Environmental Health serves the need of health professionals; Environmental Management serves government and business leaders; and Environmental Science serves industry. The program is administered by the Department of Earth and Environmental Studies. The facilities of the New Jersey School of Conservation, operated by the University at Stokes State Forest, are available as an additional resource for the study of the natural environment.

## ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Students with weak undergraduate preparation for environmental studies will be required to complete prerequisite courses at the undergraduate level and/or appropriate graduate level.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENVIRONMENTAL STUDIES

(minimum 32-33 semester hours)

### CONCENTRATION IN ENVIRONMENTAL EDUCATION

			Semester Hours
I.	Required Courses .....		21
	ELRS 503	Methods of Research (must be taken within first two semesters) .....	3
	ENVR 508	Environmental Problem Solving .....	3
	ENVR 509	Environmental Change and Communication .....	3
	ENVR 550	Environmental Education .....	3
	BIOL 570	Ecology .....	3
	or		
	CNFS 505	Society and the Natural Environment .....	2
	and		
	CNFS 525	Field Laboratory Experience in Society and the Natural Environment .....	1
	CNFS 500	Curriculum Development in Environmental Education (a field practicum) .....	3

II.	Required Research Option .....	6
	Option A	
	ENVR 697 Thesis .....	6
	Option B	
	CURR 534 Strategies for Curriculum Change .....	3
	ENVR 695 Research Project in Environmental Studies .....	3
III.	Required Electives .....	6
	ANTH 534 The Transmission of Culture .....	3
	BIOL 430 Field Ornithology .....	3
	BIOL 431 Entomology .....	3
	BIOL 521 Field Studies of Flowering Plants .....	3
	BIOL 523 Mycology .....	3
	CNFS 460 Practicum in Environmental Education .....	3
	CNFS 495 Workshop on Utilizing Natural Environments .....	1
	CNFS 496 Field Study in Humanities and Natural Science .....	1
	CNFS 497 Field Studies in Social Studies and Outdoor Recreation .....	1
	CNFS 501 Outdoor Teaching Sites for Environmental Education .....	2
	and	
	CNFS 521 Field Laboratory Experience in Outdoor Teaching Sites for Environmental Education .....	1
	CNFS 502 American Heritage Skills .....	2
	and	
	CNFS 522 Field Laboratory Experience in American Heritage Skills .....	1
	CNFS 503 Humanities and the Environment .....	3
	CNFS 504 Field Techniques for Teaching the Humanities .....	3
	CURR 534 Strategies for Curriculum Change .....	3
	EDFD 540 Social Forces and Education .....	3
	ENVR 409 Environmental Law .....	3
	ENVR 531 Independent Study in Environmental Studies .....	1 - 4
	ENVR 551 Natural Resource Management .....	3
	GEOS 509 Water Resource Management .....	3
	HLTH 532 Air Pollution .....	3
	SOCI 565 Sociology of Youth .....	3
IV.	Comprehensive Examination	

## CONCENTRATION IN ENVIRONMENTAL HEALTH

I.	Required courses .....	18
	BIOL 570 Ecology .....	3
	ENVR 508 Environmental Problem Solving .....	3
	ENVR 509 Environmental Change and Communication .....	3
	HLTH 502 Determinants of Environmental Health .....	3
	HLTH 603 Research Project in Health .....	3

II.	Required Electives .....	12
	A minimum of 6 semester hours from elective areas A and B each.	
	A. Health Services Area	
	HLTH 500 Health Aspects of Family Living .....	2
	HLTH 516 Selected Developments in Community Health .....	3
	HLTH 528 The Evaluation of Health .....	3
	HLTH 530 Health Issues Seminar .....	3
	HLTH 531 Independent Study in Health .....	3
	HLTH 535 History and Foundations of Health I .....	3
	HLTH 536 History and Foundations of Health II .....	3
	HLTH 565 Foundations of Epidemiology .....	3
	B. Life Sciences Area	
	BIOL 531 Medical Parasitology .....	3
	BIOL 543 Advances in Immunology .....	3
	BIOL 553 Microbial Ecology .....	4
	GEOS 509 Water Resource Management .....	3
	HLTH 531 Independent Study in Health .....	3
	HLTH 532 Air Pollution .....	3
III.	Electives .....	3
IV.	Comprehensive Examination	

## CONCENTRATION IN ENVIRONMENTAL MANAGEMENT

I.	Required Courses .....	15
	BIOL 570 Ecology .....	3
	ENVR 508 Environmental Problem Solving .....	3
	ENVR 509 Environmental Change and Communication .....	3
	ENVR 610 Seminar in Environmental Management .....	3
	EUGS 521 Research Methods .....	3
II.	Required Electives .....	12
	A minimum of 6 semester hours from elective areas A and B each	
	A. Scientific Data and Concepts Area	
	ANTH 411 Archeological Field Methods .....	3
	CHEM 411 Water Analysis and Purification .....	3
	ENVR 409 Environmental Law .....	3
	ENVR 531 Independent Study in Environmental Studies .....	1 - 4
	EUGS 405 Computer Mapping .....	3
	or	
	GEOS 405 Computer Mapping	
	GEOS 525 Environmental Geoscience .....	3
	HLTH 502 Determinants of Environmental Health .....	3
	PHMS 581 Coastal Geomorphology .....	4
	PSYC 556 Environmental Psychology .....	3
	B. Policy-making, Analysis and Management Area	
	ECON 501 Economic Analysis .....	3
	ECON 508 Economics of Public Management .....	3

ECON	510	Urban Economics: Problems and Policy .....	3
ENVR	505	Human Environment .....	3
ENVR	531	Independent Study in Environmental Studies .....	1 - 4
ENVR	551	Natural Resource Management .....	3
EUGS	550	Urban Studies and Policy Analysis .....	3
GEOS	501	Air Resource Management .....	3
GEOS	509	Water Resource Management .....	3
GEOS	513	Waste Management .....	3
PSYC	553	Urban Psychology .....	3
III.		Electives .....	6
IV.		Comprehensive Examination	

## CONCENTRATION IN ENVIRONMENTAL SCIENCE

I.		Required courses .....	15
	BIOL	570 Ecology .....	3
	GEOS	525 Environmental Geoscience .....	3
	GEOS	575 Geochemistry .....	3
	GEOS	658 Seminar in Environmental Graphics .....	3
	HLTH	502 Determinants of Environmental Health .....	3
II.		Required Electives .....	12
		A minimum of 6 semester hours from elective areas A and B each	
		A. Bio-ecology Area	
	BICL	505 Bacteriological Techniques in Marine Sampling .....	2
	BIOL	430 Field Ornithology .....	3
	BIOL	467 Biology of the Fishes .....	4
	BIOL	521 Field Studies of Flowering Plants .....	4
	BIOL	522 Plant Pathology .....	3
	BIOL	531 Medical Parasitology .....	3
	BIOL	532 Insect Ecology and Behavior .....	3
	BIOL	543 Advances in Immunology .....	3
	BIOL	550 Topics in Microbiology .....	4
	BIOL	553 Microbial Ecology .....	4
	BIOL	571 Physiological Plant Ecology .....	4
	BIOL	572 Ecology of the Estuary .....	4
	BIOL	573 Benthic Ecology .....	4
	PHMS	565 Tidal Marsh Ecology .....	4
		B. Physical Environment Area	
	CHEM	411 Water Analysis and Purification .....	3
	CHEM	570 Advanced Biochemistry .....	3
	GEOS	509 Water Resource Management .....	3
	GEOS	530 Paleoecology .....	3
	GEOS	537 Biostratigraphy of New Jersey .....	3
	GEOS	560 Advanced Marine Geology .....	3
	GEOS	571 Geophysics .....	3
	GEOS	573 Nuclear Geophysics .....	3
	HLTH	532 Air Pollution .....	3
	PHMS	581 Coastal Geomorphology .....	4



### III. Comprehensive Examination

#### Note:

1. Electives for all these concentrations may be added by the college. The advisor should be contacted before any are selected by the student.
2. It is the student's responsibility to file for the comprehensive examination with the departmental advisor. At that time, information will be given concerning the nature and scope of the examination.

## EARTH AND ENVIRONMENTAL STUDIES

### Course Descriptions

	Semester Hours
<b>ENVR 508 ENVIRONMENTAL PROBLEM SOLVING</b>	<b>3</b>
The purpose of this course is to train students to define environmental problems, develop their skills in solving these problems, as well as commitment to work toward their solution. Each lesson consists of student preparation of reading selected articles, classroom orientation, field trips, and the student-instructor follow-up. Field trip topics include pedestrian/vehicle conflict, school site development, plants as a city resource, urban/rural recreation, sign ordinances, transportation and similar topics.	
<b>ENVR 509 ENVIRONMENTAL CHANGE AND COMMUNICATION</b>	<b>3</b>
Prepare students as professional environmentalists: communication and journalism strategies, theory of persuasion, and roles as catalyst, solution giver, process helpers, and resource person.	
<b>ENVR 531 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES</b>	<b>1 - 4</b>
Student must develop statement of goals and phasing for completion, prior to consultation with instructor.	
<b>ENVR 550 ENVIRONMENTAL EDUCATION</b>	<b>3</b>
Foundations of environmental education-historical, theoretical and conceptual. Includes models, gaming encounters, and teaching strategies.	
<b>ENVR 551 NATURAL RESOURCE MANAGEMENT</b>	<b>3</b>
Provide background in natural resource management; wildlife, fisheries, forests, water and related components of spaceship earth. Includes field trips.	
<b>ENVR 610 SEMINAR IN ENVIRONMENTAL MANAGEMENT</b>	<b>3</b>
This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.	
<i>Prerequisites: ENVR 501, 502 or instructor's permission.</i>	

**ENVR 695 RESEARCH PROJECT IN ENVIRONMENTAL STUDIES 3**

To complete the research proposal initiated in the research methods course.

*Prerequisites: EUGS 521 or ENVR 503 or ELRS 503, instructor's permission.*

**ENVR 697 THESIS 6**

Preparation and defense of a thesis in environmental studies.

*Prerequisite: Approval of the department chairperson, the graduate advisor, and the faculty thesis advisor.*

**EUGS 504 PRO-SEMINAR 1 - 4**

Research on selected problems which will vary according to instructor.

**EUGS 521 RESEARCH METHODS 3**

Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

**EUGS 600 THESIS 4**

**GEOS 501 AIR RESOURCE MANAGEMENT 3**

Spatial distribution of energy in the atmosphere treated in terms of natural factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.

**GEOS 502 THE DYNAMIC EARTH 4**

Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture, 2 hours lab.)

*Prerequisites: Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)*

**GEOS 509 WATER RESOURCE MANAGEMENT 3**

The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed.

*Prerequisite: ENVR 501.*

**GEOS 513 WASTE MANAGEMENT 3**

This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.

**GEOS 525 ENVIRONMENTAL GEOSCIENCE 3**

In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture.)

*Prerequisite: Graduate standing in either the environmental studies-physical or geoscience program or instructor's permission.*

**GEOS 530 PALEOECOLOGY 3**

Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab.)

*Prerequisite: Course in invertebrate paleobiology.*

**GEOS 532 MICROPALIOBIOLOGY 4**

Taxonomic, morphologic, paleoecologic and stratigraphic consideration of microfossils with special emphasis on those from the marine environment. (3 hours lecture; 2 hours lab.)

*Prerequisites: GEOS 431 or BIOL 130 or instructor's permission.*

**GEOS 537 BIOSTRATIGRAPHY OF NEW JERSEY 3**

The geologic history, paleontology, stratigraphy and paleogeography of New Jersey. Required field trips. (2 hours lecture; 2 hours lab.)

*Prerequisite: GEOS 530 or instructor's permission.*

**GEOS 560 ADVANCED MARINE GEOLOGY 3**

Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips.

*Prerequisites: Courses in physical geology and one 400 course in marine geology or oceanography.*

**GEOS 571 GEOPHYSICS 3**

Theory and application of conventional geophysical methods: seismology, magnetism, electricity and gravity. Laboratory includes the collection and interpretation of geophysical data. Field trips.

*Prerequisites: Courses in physical geology and College Physics II and Calculus A.*

**GEOS 575 GEOCHEMISTRY 3**

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes) study of meteorites. Required field trips. (3 hours lecture.)

*Prerequisites: General Chemistry, Petrology.*

**GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS 3**

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements as well as for public presentation, will be developed by each student as a culminating research project.

*Prerequisites: At least 12 hours of graduate credits in environmental science or with permission of the instructor.*

**PHMS 565 TIDAL MARSH ECOLOGY**

**4**

Salt marsh development and physiography; community structure, energetics, and inter-relationships. The role of salt marshes in estuarine and marine systems. The impact of man on the marsh. Offered at New Jersey Marine Sciences Consortium.

*Prerequisites: Degree in biology including coursework in marine biology.*

**PHMS 581 COASTAL GEOMORPHOLOGY**

**4**

Coastlines and their evolution; processes and materials of the coastal zone; shore zone hydrodynamics and sedimentation; beach and barrier systems with special emphasis on the New Jersey shoreline - offered at the site of the New Jersey Marine Sciences Consortium.

*Prerequisites: 12 semester hours of geoscience including Geomorphology or instructor's permission.*



# FINE ARTS

*Chairperson: Prof. John C. Luttrupp*

*Graduate Advisor: Dr. Dorothy Heard*

The graduate program in Fine Arts allows for a concentration in Studio and Art History. Areas of specialization in Studio are: painting, sculpture, photography, cinematography, drawing, ceramics, printmaking, fiber arts and jewelry. Areas of specialization in art history are: Medieval, Northern Renaissance, Italian Renaissance, Baroque, Neo-classical, Nineteenth Century and Twentieth Century.

## ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Applicants to the Fine Arts Department are required to take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Eligibility for matriculation for a concentration in Studio or Art History requires either an undergraduate degree in fine arts or the equivalent as determined by the art department. Advice concerning all requirements, including art history requirements, dates of portfolio reviews, and suggested portfolio contents may be obtained from the department's graduate advisor.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FINE ARTS

### CONCENTRATION IN STUDIO

	Semester Hours
I. Required Courses (12 Semester Hours):	
ARGN 695 Seminar in Art I: Contemporary Art and Aesthetics .....	3
ARGN 696 Seminar in Art II: Graduate Project .....	3
Art History (400-600 level) (to be selected with the approval of the graduate advisor) .....	6
II. Specialization (15 semester hours):	
Studio courses 500-600 level with at least 12 semester hours in one studio area (to be selected with the approval of the graduate advisor) .....	15
III. Free Electives .....	6
IV. Final Oral Examination and Graduate Project Review:	
Information concerning this requirement may be obtained from the graduate advisor.	
Minimum semester hours .....	33

## CONCENTRATION IN ART HISTORY

	Semester Hours
I. Required Courses (9 semester hours):	
ARHS 503 Graduate Resources and Methods of Research in the Arts .....	3
ARGN 697 Master's Thesis I .....	3
ARGN 698 Master's Thesis II .....	3
II. Specialization:	
Art History courses .....	18
ARHS 400 level (maximum 9 semester hours)	
ARHS 500-600 level and appropriate ARGN 500-600 level courses (to be selected with the approval of the graduate advisor)	
III. Free Electives .....	6
IV. Final Oral Examination and Thesis Defense.	
Information concerning this requirement may be obtained from the graduate advisor.	
Minimum semester hours: .....	33

## FINE ARTS

### Course Descriptions

	Semester Hours
<b>ARFL 580 GRADUATE CINEMATOGRAPHY I</b>	<b>3</b>
Techniques, materials and theories of motion picture production for visually experienced students.	
<i>Prerequisite: Major or minor in Fine Arts or a related area such as theatre, communications, creative writing, etc., or permission of instructor.</i>	
<b>ARFL 581 GRADUATE CINEMATOGRAPHY II</b>	<b>3</b>
Continuation of ARFL 580. Taken serially.	
<b>ARFL 615 GRADUATE CINEMATOGRAPHY III</b>	<b>3</b>
Continuation of ARFL 581. Taken serially.	
<b>ARFL 616 GRADUATE CINEMATOGRAPHY IV</b>	<b>3</b>
Continuation of ARFL 615. Taken serially.	
<b>ARGN 511 GRADUATE INTRODUCTION TO PAPERMAKING</b>	<b>3</b>
An introduction to Western methods of hand papermaking as an art form including historic principles and current applications.	
<b>ARGN 515 GRADUATE LIFE DRAWING I</b>	<b>3</b>
Advanced problems in drawing based upon a study of the human figure.	
<b>ARGN 516 GRADUATE LIFE DRAWING II</b>	<b>3</b>
Continuation of ARGN 515. Taken serially.	
<i>Prerequisite: ARGN 515.</i>	

- ARGN 522 GRADUATE INTERMEDIATE PAPERMAKING I** 3  
 Pigment and pulp preparation and vacuum table sheet forming.  
*Prerequisite: ARGN 511.*
- ARGN 533 GRADUATE INTERMEDIATE PAPERMAKING II** 3  
 Pulp experimentation and large mold building.  
*Prerequisite: ARGN 522.*
- ARGN 601 GRADUATE LIFE DRAWING III** 3  
 Continuation of ARGN 516. Taken serially.  
*Prerequisite: ARGN 516.*
- ARGN 602 GRADUATE LIFE DRAWING IV** 3  
 Continuation of ARGN 601. Taken serially.  
*Prerequisite: ARGN 601.*
- ARGN 610 INDEPENDENT STUDY I** 1 - 8  
 Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen media. Credits to be arranged. May be repeated for credit.  
*Prerequisite: Permission of the department.*
- ARGN 611 INDEPENDENT STUDY II** 1 - 8  
 Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen medium. Credits to be arranged.  
*Prerequisite: Permission of the department.*
- ARGN 620 FIELD COURSE IN ART I** 2 - 6  
 Travel courses to art sources in the United States and foreign countries not to exceed 6 graduate credits. First-hand contact with the historic art forms of the places visited and with artists and craftsmen. Each student selects an area of study in which the places visited have rich art resources. As preparation for the course, the student outlines a chosen study problem, reads background material, and lists sources he/she expects to utilize. Taken serially.  
*Prerequisite: Permission of the department.*
- ARGN 621 FIELD COURSE IN ART II** 2 - 6  
 Continuation of ARGN 620. Taken serially.  
*Prerequisite: Permission of the department.*
- ARGN 633 GRADUATE ADVANCED PAPERMAKING I** 3  
 Independent historical research combined with contemporary studio work.  
*Prerequisite: ARGN 533.*
- ARGN 644 GRADUATE ADVANCED PAPERMAKING II** 3  
 Completion of mastery of processes necessary for starting a paper mill.  
*Prerequisite: ARGN 633.*

**CONTEMPORARY ART AND AESTHETICS**

This course involves the graduate student in a consideration of major issues in contemporary art and aesthetics.

**ARGN 696 SEMINAR IN ART II: GRADUATE PROJECT 3**

A continuation of ARGN 695. Should be taken in the student's last semester along with the completion of the Graduate Project.

*Prerequisite: ARGN 695.*

**ARGN 697 MASTER'S THESIS I 3**

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

*Prerequisite: Written permission of the graduate advisor on the proper form, with written agreement of a faculty member who will serve as the student's personal advisor.*

**ARGN 698 MASTER'S THESIS II 3**

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

*Prerequisite: Written permission of the graduate advisor on the proper form, with written agreement of a faculty member who will serve as the student's personal advisor.*

**ARHS 503 GRADUATE RESOURCES AND METHODS 3**  
**OF RESEARCH IN THE ARTS**

Introduction to the approaches, methods and goals of art-historical research, including descriptive, bibliographic, stylistic, and iconographic analysis.

**ARHS 590 MODERN PHILOSOPHIES OF ART I 3**

Major writers in art in the nineteenth and twentieth centuries. The nature of the creative experience; art in the life of the individual and of society; the creative process; new materials; institutions and sentiments affecting current thinking in the field. Discussions based on readings of philosophers, poets, social scientists and psychologists.

**ARHS 592 SELECTED PROBLEMS ART HISTORY I 3**

Art problems, iconographic topics and themes of a historic, social and philosophical nature. Topic selection will depend upon the special areas of the professor or guest professor invited for the semester.

*Prerequisite: Permission of the department.*

**ARHS 593 SELECTED PROBLEMS ART HISTORY II 3**

Continuation of ARHS 592. Taken serially.

**ARHS 594 NORTHERN RENAISSANCE ART 3**

15th and 16th century paintings in northern Europe - especially Italy, Flanders and Holland; the development of Realism and style in relation to social change and the general ideas of the period, including contemporary music. Jan Van Eyck, Van der Weyden, Bosch, Peter Breughel and Matthias Gruenewald.

*Prerequisite: Permission of the department.*



- ARMT 525 GRADUATE METALWORK AND JEWELRY I 3**  
 Designing jewelry and small sculpture in varied metals; the techniques of flat sheet metal and casting.  
*Prerequisites: Graduate prerequisites and permission of the department.*
- ARMT 526 GRADUATE METALWORK AND JEWELRY II 3**  
 Continuation of ARMT 525. Taken serially.  
*Prerequisite: ARMT 525.*
- ARMT 531 GRADUATE CERAMICS: 3**  
**POTTERY AND SCULPTURE I**  
 Experimentation with the potter's wheel; handbuilding methods of forming; further experimentation with clay compositions, glazes and methods of firing. Advanced students will be responsible for developing craftsmanship and a personal idiom.  
*Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.*
- ARMT 532 GRADUATE CERAMICS: 3**  
**POTTERY AND SCULPTURE II**  
 Continuation of ARMT 531. Taken serially.  
*Prerequisites: ARMT 531; undergraduate experience in ceramics, portfolio, and approval of instructor.*
- ARMT 540 GRADUATE PROBLEMS IN TEXTILE RESEARCH 3**  
 The effect of centuries of textile traditions on the modern fiber artist.  
*Prerequisite: Permission of the department.*
- ARMT 541 FORM IN FIBER I (GRADUATE) 3**  
 Designing with simple and four harness floor looms in a variety of techniques and materials. Taken serially.  
*Prerequisites: 10 semester hours in art, permission of the department.*
- ARMT 542 FORM IN FIBER II (GRADUATE) 3**  
 Primary emphasis on designing with simple and four harness table and floor looms. A variety of techniques and materials. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 543 GRADUATE DECORATION OF FABRICS I 3**  
 Survey course in all aspects of fabric embellishment; tie-dye, batik, blockprint, tritik discharge, silkscreen printing, 3M matrix, etc. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 544 GRADUATE DECORATION OF FABRICS II 3**  
 Continuation of ARMT 543. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 545 GRADUATE OFF-LOOM TEXTILES I 3**  
 Development of forms through a variety of off-loom techniques used singly or in combination. Taken serially.  
*Prerequisites: Permission of the department.*

- ARMT 546 GRADUATE OFF-LOOM TEXTILES II** 3  
Continuation of ARMT 545. Taken serially. Fabric embellishment which was begun in graduate Decoration of Fabric I, II, III.  
*Prerequisite: ARMT 545.*
- ARMT 618 GRADUATE METALWORK AND JEWELRY III** 3  
Continuation of ARMT 526. Taken serially .  
*Prerequisite: Permission of the department.*
- ARMT 619 GRADUATE METALWORK AND JEWELRY IV** 3  
Designing jewelry and small sculpture in varied metals. The techniques of flat sheet metal and casting. Continuation of ARMT 618. Taken serially.  
*Prerequisite: ARMT 618; permission of the department.*
- ARMT 622 GRADUATE CERAMICS: POTTERY AND SCULPTURE III** 3  
Continuation of ARMT 532. Taken serially.  
*Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.*
- ARMT 623 GRADUATE CERAMICS: POTTERY AND SCULPTURE IV** 3  
Continuation of ARMT 622. Taken serially.  
*Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.*
- ARMT 624 FORM IN FIBER III (GRADUATE)** 3  
Continuation of ARMT 542. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 625 FORM IN FIBER IV (GRADUATE)** 3  
Continuation of ARMT 624. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 626 FORM IN FIBER V (GRADUATE)** 3  
Continued experimentation with on-loom and off-loom weaving techniques, synthetic and vegetable dyes. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 627 FORM IN FIBER VI (GRADUATE)** 3  
Continuation of ARMT 626. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 630 GRADUATE DECORATION OF FABRIC III** 3  
Continuation of ARMT 544. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 631 GRADUATE DECORATION OF FABRIC IV** 3  
Continuation of ARMT 630. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 632 GRADUATE OFF-LOOM TEXTILES III** 3  
Intensive consideration of all fiber construction techniques that do not depend on the loom; choice of one technique for intensive study. Taken serially.  
*Prerequisite: ARMT 546, majors only.*

- ARMT 633 GRADUATE OFF-LOOM TEXTILES IV** 3  
Intensive work in a chosen non-loom textile technique, eg., knotting. Taken serially.  
*Prerequisites: ARMT 632, majors only.*
- ARPH 570 GRADUATE INTRODUCTORY PHOTOGRAPHY:  
A CONTEMPORARY ART FORM** 3  
Provides for the in-depth study and practice of photography as a visual language. Encourages exploration beyond the camera through studio work, discussions, criticism, films, trips and demonstrations.  
*Prerequisites: 10 semester hours in art. Permission of the department.*
- ARPH 571 GRADUATE INTERMEDIATE PHOTOGRAPHY:  
A CONTEMPORARY ART FORM** 3  
Workshop, discussion, lectures, criticism, demonstrations: photography for self expression and greater visual awareness. Creative controls, craftsmanship, perception, presentation and the fine points will be investigated.  
*Prerequisite: ARPH 570.*
- ARPH 609 GRADUATE ADVANCED PHOTOGRAPHY:  
A CONTEMPORARY ART FORM** 4  
Workshop, discussion, lecture, demonstrations, criticism: photography as an intensive learning experience. Light sensitive materials, controls, photographic approach, selection, zinc system and view camera will be investigated.  
*Prerequisite: ARPH 571.*
- ARPH 617 GRADUATE SPECIAL PROCESSES  
IN PHOTOGRAPHY** 4  
Investigation of nontraditional light sensitive materials for use in the photographic image making process. Extending traditional boundaries of photography through new tools that permit greater manipulation: gum bichromate, cyanotype, platinum, photo etching, and others will be investigated.  
*Prerequisite: ARPH 609.*
- ARPR 552 GRADUATE PRINTMAKING I** 3  
Advanced work in various print processes; emphasis on the development of images and concepts as they relate to the printmaking media.  
*Prerequisite: Permission of the instructor.*
- ARPR 553 GRADUATE PRINTMAKING II** 3  
Continuation of ARPR 552. Taken serially.
- ARPR 628 GRADUATE PRINTMAKING III** 3  
Continuation of ARPR 553. Taken serially.
- ARPR 629 GRADUATE PRINTMAKING IV** 3  
Continuation of ARPR 628. Taken serially.
- ARPT 511 GRADUATE PAINTING I** 3  
Studio in painting to further the creative expression and technical knowledge of the student in various painting media. Personal and professional development through studio work, trips and the study of the contemporary artists.  
*Prerequisite: Permission of the department. Taken serially.*

- ARPT 512 GRADUATE PAINTING II** **3**  
Continuation of ARPT 511. Taken serially.  
*Prerequisite: ARPT 511.*
- ARPT 515 GRADUATE VISUAL ARTS WORKSHOP** **1 - 12**  
Selected studio topics which represent current concerns within the contemporary world of the visual arts.
- ARPT 521 GRADUATE SCULPTURE I** **3**  
The student explores independently one or two materials and techniques, and begins to find direction as a sculptor.  
*Prerequisite: Permission of instructor.*
- ARPT 522 GRADUATE SCULPTURE II** **3**  
Continuation of ARPT 521. Taken serially.  
*Prerequisite: ARPT 521 or instructor's permission.*
- ARPT 560 GRAPHIC DESIGN I** **3**  
Techniques and principles of design of printed matter and displays, elements of layout, illustration, typography, printing process, and preparation of copy for the printer.  
*Prerequisite: Permission of the department. Taken serially.*
- ARPT 561 GRAPHIC DESIGN II** **3**  
Continuation of ARPT 560. Taken serially.  
*Prerequisite: ARPT 560 or instructor's permission.*
- ARPT 605 GRADUATE PAINTING III** **3**  
Continuation of ARPT 512. Taken serially.  
*Prerequisite: ARPT 512 or instructor's permission.*
- ARPT 606 GRADUATE PAINTING IV** **3**  
Continuation of ARPT 605. Taken serially.  
*Prerequisite: ARPT 605 or instructor's permission.*
- ARPT 607 GRADUATE PAINTING V** **3**  
Advanced study in painting; individual projects in various media. Readings in contemporary art, visits to museums and galleries. Taken serially.  
*Prerequisites: Permission of the department.*
- ARPT 608 GRADUATE PAINTING VI** **3**  
Continuation of ARPT 607. Taken serially.  
*Prerequisite: ARPT 607 or instructor's permission.*
- ARPT 613 GRADUATE SCULPTURE III** **3**  
Continuation of ARPT 522. Taken serially.  
*Prerequisite: ARPT 522 or instructor's permission.*
- ARPT 614 GRADUATE SCULPTURE IV** **3**  
Continuation of ARPT 613. Taken serially.  
*Prerequisite: ARPT 613 or instructor's permission.*
- ARTH 505 GRADUATE - INTRODUCTION TO ART THERAPY** **3**  
Introduction to the historical and theoretical bases of art therapy as a profession. Exploration of the literature of art therapy and of current trends in the field.



The development of a repertoire of art therapy skills in various media to facilitate meeting the expressive needs in art therapy settings. May be repeated for credit.

*Prerequisite: Instructor's permission.*

# FRENCH

*Chairperson: Dr. Kay Wilkins*

*Graduate Advisor: Dr. Lois Oppenheim*

The graduate program in French is designed to prepare students for both teaching and research in language and literature.

A Master of Arts degree opens opportunities to teach in both community colleges and high schools, and provides a solid foundation for students interested in continuing their studies toward a Doctor of Philosophy degree. Graduate training in French is also increasingly useful for positions in government and industries concerned with French-speaking areas of the world.

## ADMISSION REQUIREMENTS

Admission is open to students who hold a bachelor's degree and have completed at least 24 semester hours of undergraduate French or its equivalent. Students applying for admission must satisfy the standard College requirements for admission to graduate study.

After acceptance, the candidates will consult the graduate advisor to plan their programs. The course program must be approved by the graduate advisor each semester before registration. Courses will be offered on a rotating basis to allow diversity of offerings. Please consult department chairperson for details.

Individuals holding the bachelor's degree and showing an adequate proficiency in French may enroll in graduate courses, even though they do not wish to enter the Master of Arts program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH

I.	Required Courses .....	6
	FREN 508 Explication de Texte and Stylistic Analysis .....	3
	FREN 603 Research Seminar .....	3
	(Waived if student elects to write a thesis)	
	One course in the literature of each century to be selected from the following French electives:	
II.	French Electives:	
	FREN 505 History of the French Language .....	3
	FREN 506 Advanced French Phonetics .....	3
	FREN 507 Practicum in Translation .....	3
	FREN 509 Critical Approaches to Literature .....	3
	FREN 511 Medieval French Literature .....	3
	FREN 513 Medieval French Theatre .....	3
	FREN 516 French Humanism in the Sixteenth Century .....	3
	FREN 517 Poetry of the Renaissance .....	3
	FREN 525 Moralists of the Seventeenth Century .....	3

FREN 526	Corneille, Racine and Moliere .....	3
FREN 527	Selected Topics in Seventeenth Century French Literature .....	3
FREN 530	Philosophy and Politics in Eighteenth Century France .....	3
FREN 531	The Development of the Novel in Eighteenth Century France .....	3
FREN 532	Eighteenth Century Seminar .....	3
FREN 538	French Novel of the Nineteenth Century I .....	3
FREN 539	French Novel of the Nineteenth Century II .....	3
FREN 540	Nineteenth Century French Poetry .....	3
FREN 542	Twentieth Century French Theatre .....	3
FREN 543	Twentieth Century French Poets .....	3
FREN 544	Twentieth Century French Novel I .....	3
FREN 545	Twentieth Century French Novel II .....	3
FREN 546	Twentieth Century Seminar .....	3
FREN 547	Francophone Literature .....	3
FREN 548	Contemporary French Civilization: Selected Topics .....	3
III.	Free Electives .....	6
IV.	Thesis (Optional) .....	4
V.	Comprehensive Examination: One session	

All candidates for the master's degree must pass a comprehensive examination designed to test critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination students must have completed all their course work (with the exception of the 603 Research Seminar) and have satisfied the requirement of having taken 1 course on the literature of each century.

The examination is based on a reading list and course content.

Minimum: 33 semester hours.

## FRENCH

### Course Descriptions

	Semester Hours
<b>FREN 500 FRENCH AS A RESEARCH TOOL</b>	<b>3</b>
Learning to read French as a tool for research (a "service" course for MA candidates in English; successful completion of this course will satisfy the language requirement).	
<b>FREN 505 HISTORY OF THE FRENCH LANGUAGE</b>	<b>3</b>
Structures of modern French as outcome of linguistic and cultural processes over 2,000 years.	
<b>FREN 506 ADVANCED FRENCH PHONETICS</b>	<b>3</b>
Principles of general and experimental phonetics. Previous knowledge of phonetics desirable.	

<b>FREN 507</b>	<b>PRACTICUM IN TRANSLATION</b>	<b>3</b>
Basic principles and theory of translation with emphasis on research techniques. <i>Prerequisite: Adequate competency in the language for the purpose of translation training.</i>		
<b>FREN 508</b>	<b>EXPLICATION DE TEXTE AND STYLISTIC ANALYSIS</b>	<b>3</b>
Techniques of "explication de texte and stylistic analysis" as an instrument for development of critical reading ability, and as pedagogical tool for teaching literature as well as language through literature.		
<b>FREN 509</b>	<b>CRITICAL APPROACHES TO LITERATURE</b>	<b>3</b>
Fundamental notions of contemporary French literary criticism; theory and practice.		
<b>FREN 511</b>	<b>MEDIEVAL FRENCH LITERATURE</b>	<b>3</b>
French literature from ninth through fifteenth centuries emphasizing the "Chanson de geste" and the "Roman courtois."		
<b>FREN 513</b>	<b>MEDIEVAL FRENCH THEATRE</b>	<b>3</b>
Origins and development of theatre in France during the Middle Ages.		
<b>FREN 516</b>	<b>FRENCH HUMANISM IN 16TH CENTURY</b>	<b>3</b>
Humanistic ideals as reflected in the works of Rabelais, Montaigne and other authors.		
<b>FREN 517</b>	<b>POETRY OF THE RENAISSANCE</b>	<b>3</b>
Major works of Marot, Ronsard, Du Bellay, and other poets of the Pleiade.		
<b>FREN 525</b>	<b>MORALISTS OF THE 17TH CENTURY</b>	<b>3</b>
Representative works of Descartes, Pascal, La Rochefoucauld, Saint Simon, La Bruyere, and other authors.		
<b>FREN 526</b>	<b>CORNEILLE, RACINE AND MOLIERE</b>	<b>3</b>
Dramatic art as reflected in representative plays of the three authors.		
<b>FREN 527</b>	<b>SELECTED TOPICS IN 17TH CENTURY FRENCH LITERATURE</b>	<b>3</b>
Changing topics to include in-depth studies of individual authors.		
<b>FREN 530</b>	<b>PHILOSOPHY AND POLITICS IN 18TH CENTURY FRANCE</b>	<b>3</b>
Impact of the "philosophes" on religious, political and sociological thought.		
<b>FREN 531</b>	<b>THE DEVELOPMENT OF THE NOVEL IN 18TH CENTURY FRANCE</b>	<b>3</b>
Study of the social and historical context of a novel and its particular form (e.g. epistolary, episodic, etc.)		
<b>FREN 532</b>	<b>18TH CENTURY SEMINAR</b>	<b>3</b>
Changing topics to include in-depth studies of individual authors and genre topics.		
<b>FREN 538</b>	<b>FRENCH NOVEL OF 19TH CENTURY I</b>	<b>3</b>
Insight into major works of Balzac and Stendhal.		
<b>FREN 539</b>	<b>FRENCH NOVEL OF 19TH CENTURY II</b>	<b>3</b>
Insight into major works of Flaubert and Zola.		



<b>FREN 540</b>	<b>19TH CENTURY FRENCH POETRY</b>	<b>3</b>
Development of French poetry from Romanticism to Symbolism.		
<b>FREN 542</b>	<b>20TH CENTURY FRENCH THEATRE</b>	<b>3</b>
Major modern currents and trends in drama.		
<b>FREN 543</b>	<b>20TH CENTURY FRENCH POETS</b>	<b>3</b>
Within a general developmental context, emphasis upon thematic, and structural analysis of work of Apollinaire, Reverdy, Char, Eluard and Bonnefoy.		
<b>FREN 544</b>	<b>20TH CENTURY FRENCH NOVEL I</b>	<b>3</b>
Evolution of the French novel from Proust to Camus.		
<b>FREN 545</b>	<b>20TH CENTURY FRENCH NOVEL II</b>	<b>3</b>
Evolution of the French novel from the "New Novel" of the 50's to contemporary French writing.		
<b>FREN 546</b>	<b>20TH CENTURY SEMINAR</b>	<b>3</b>
Changing topics on twentieth century French literature.		
<b>FREN 547</b>	<b>FRANCOPHONE LITERATURE</b>	<b>3</b>
Major Francophone writings outside continental France.		
<b>FREN 548</b>	<b>CONTEMPORARY FRENCH CIVILIZATION - SELECTED TOPICS</b>	<b>3</b>
Study of institutions and culture of contemporary France.		
<b>FREN 603</b>	<b>RESEARCH SEMINAR</b>	<b>3</b>
Opportunity to apply research techniques on a specific topic of the student's choice.		

# GEOSCIENCE

*Chairperson: Dr. Jonathan M. Lincoln*

*Graduate Advisor: Dr. Charles L. Hamilton*

The graduate programs in Geoscience are designed to enable the student to pursue further study in the various areas of the Department for professional or personal reasons, to further his preparation for the teaching profession, or for a career requiring advanced training.

For the arts and science student, a graduate program is designed to give opportunity for in-depth study in the broad field of Geoscience (geology). The program provides sufficient flexibility through electives so that emphasis in (1) environmental geology, (2) metamorphic and igneous geology, (3) sedimentology, stratigraphy, and paleobiology or (4) oceanography and marine geology is possible. Most of the courses for the oceanography and marine geology emphasis will be taken at the various sites of the New Jersey Marine Science Consortium during the summer.

## ADMISSION REQUIREMENTS

Prior to matriculation the student should have completed a subject matter background of at least twenty-four semester hours in the area of specialization, as well as sufficient background, in related sciences and basic mathematics. In cases of a weak undergraduate background, prerequisite courses, not for graduate credit, may be assigned.

Candidates must fulfill the other criteria for graduate matriculation as listed in this bulletin (Admission to Graduate Study). Each candidate's background and credentials must be approved by the graduate advisor for the department.

## REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN GEOSCIENCE

Thirty-two semester hours are required, but additional hours may be required to compensate for any deficiencies in the applicant's undergraduate record.

Degree candidates employed in the field of education may use six semester hours of free electives for graduate courses in the area of professional education.

I.	Core Courses .....	12
	GEOS 530 Paleocology .....	3
	GEOS 543 Advanced Mineralogy .....	3
	GEOS 560 Advanced Marine Geology .....	3
	GEOS 658 Seminar in Environmental Graphics .....	3
II.	Geoscience Electives .....	10
III.	Free Electives .....	6

IV.	Research - One of the two options below:	
A.	Option A	
GEOS 695	Thesis .....	4
B.	Option B	
GEOS 590	Research Seminar in Geoscience .....	3
GEOS 594	Research in Geoscience Literature .....	1
V.	Comprehensive Examination - Required, no credit.	
		Minimum: 32 semester hours

## GEOSCIENCE

### Course Descriptions

	Semester Hours
<b>GEOS 502 THE DYNAMIC EARTH</b>	<b>4</b>
Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture; 2 hours lab)	
<i>Prerequisites: Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)</i>	
<b>GEOS 525 ENVIRONMENTAL GEOSCIENCE</b>	<b>3</b>
In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)	
<i>Prerequisite: Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor's permission.</i>	
<b>GEOS 530 PALEOECOLOGY</b>	<b>3</b>
Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)	
<i>Prerequisite: Course in invertebrate paleobiology.</i>	
<b>GEOS 532 MICROPALIOBIOLOGY</b>	<b>4</b>
Taxonomic, morphologic, paleoecologic and stratigraphic consideration of microfossils with special emphasis on those from the marine environment. (3 hours lecture; 2 hours lab.)	
<i>Prerequisites: GEOS 431 or BIOL 130 or instructor's permission.</i>	
<b>GEOS 537 BIOSTRATIGRAPHY OF NEW JERSEY</b>	<b>3</b>
The geologic history, paleontology, stratigraphy and paleogeography of New Jersey. Required field trips. (2 hours lecture; 2 hours lab.)	
<i>Prerequisite: GEOS 530 or instructor's permission.</i>	

**GEOS 538 SEDIMENTARY PETROGRAPHY****4**

The interpretative study of the structures, textures, composition and genesis of sedimentary rocks. Laboratory analyses of sediments and sedimentary rocks by optical, mechanical and chemical methods and the graphical representation of the resultant data. (3 hours lecture; 2 hours lab.)

*Prerequisites: GEOS 434 Stratigraphy and GEOS 545 Optical Mineralogy.*

**GEOS 543 ADVANCED MINERALOGY****3**

Chemical and physical principles as applied to minerals. Detailed study of representative minerals from the various families. Advanced techniques will be performed by the student. Field trips. (2 hours lecture; 2 hours lab.)

*Prerequisites: Course in mineralogy.*

**GEOS 545 OPTICAL MINERALOGY****4**

Theory and practice of using the polarizing microscope to study and identify minerals; theory of light transmission in minerals; the practical effect. Required field trips. (3 hours lecture; 2 hours lab.)

*Prerequisite: Course in mineralogy.*

**GEOS 560 ADVANCED MARINE GEOLOGY****3**

Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips. (2 hours lecture; 2 hours lab.)

*Prerequisites: Courses in physical geology and one 400 level course in marine geology or oceanography.*

**GEOS 571 GEOPHYSICS****3**

Theory and application of conventional geophysical methods: seismology, magnetism, electricity and gravity. Laboratory includes the collection and interpretation of geophysical data. Field trips. (3 hours lecture.)

*Prerequisites: Courses in physical geology and College Physics II and Calculus A.*

**GEOS 575 GEOCHEMISTRY****3**

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes), study of meteorites. Required field trips. (3 hours lecture)

*Prerequisites: General chemistry, petrology.*

**GEOS 580 FIELD GEOLOGY****4**

The principles and techniques of geologic field work. Independent and team mapping of local areas of geologic interest using modern field methods and instruments. (3 hours lecture, 2 hours lab.)

*Prerequisites: 12 hours of 400 level geoscience.*

**GEOS 590 RESEARCH SEMINAR****3**

Student field, laboratory and library investigation of a problem in the area of his or her interest in geoscience, the results of which will be presented in oral and written form. Class discussion of the individual papers and of other pertinent topics of current interest in geoscience.

*Prerequisite: Advanced standing as a Geoscience graduate student.*



**GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE****1 - 4**

Independent research project to be performed by the student under guidance of faculty.

*Prerequisite: Matriculation for the M.S. degree in Geoscience or permission of Geoscience faculty.*

**GEOS 594 RESEARCH IN GEOSCIENCE LITERATURE****1**

Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.

*Prerequisite: Advanced standing as a Geoscience graduate student.*

**GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS****3**

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements, as well as for public presentation, will be developed by each student as a culminating research project.

*Prerequisites: At least 12 hours of graduate credits in environmental science or with permission of the instructor.*

**GEOS 695 THESIS****4**

In-depth field, laboratory and library investigation of a problem in the area of the student's interest in geoscience; results will be presented in oral and written form culminating in a written thesis.

*Prerequisite: Matriculation for the M.S. degree in geoscience.*

**PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES****1 - 4**

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

*Prerequisites: Graduate standing in natural or social science and permission of the departmental graduate advisor.*

For offerings at the New Jersey Marine Sciences Consortium, see the current announcement.

B. Life Sciences Area		
BIOL	531	Medical Parasitology ..... 3
BIOL	543	Advances in Immunology ..... 3
BIOL	553	Microbial Ecology ..... 4
GEOS	509	Water Resource Management ..... 3
HLTH	531	Independent Study in Health ..... 3
HLTH	532	Air Pollution ..... 3
III.	Electives ..... 3	
IV.	Comprehensive Examination	

## CONCENTRATION IN ENVIRONMENTAL MANAGEMENT

I.	Required Courses ..... 15	
	BIOL	570 Ecology ..... 3
	ENVR	508 Environmental Problem Solving ..... 3
	ENVR	509 Environmental Change and Communication ..... 3
	ENVR	610 Seminar in Environmental Management ..... 3
	EUGS	521 Research Methods ..... 3
II.	Required Electives ..... 12	
	A minimum of 6 semester hours from elective areas <i>A and B</i> each	
	A. Scientific Data and Concepts Area	
	ANTH	411 Archeological Field Methods ..... 3
	CHEM	411 Water Analysis and Purification ..... 3
	ENVR	410 Environmental Law ..... 3
	ENVR	531 Independent Study in Environmental Studies ..... 1 - 4
	EUGS	405 Computer Mapping
		or
	GEOS	405 Computer Mapping ..... 3
	GEOS	525 Environmental Geoscience ..... 3
	HLTH	502 Determinants of Environmental Health ..... 3
	PHMS	581 Coastal Geomorphology ..... 4
	PSYC	556 Environmental Psychology ..... 3
	B. Policy-making, Analysis and Management Area	
	ECON	501 Economic Analysis ..... 3
	ECON	508 Economics of Public Management ..... 3
	ECON	510 Urban Economics: Problems and Policy ..... 3
	ENVR	505 Human Environment ..... 3
	ENVR	531 Independent Study in Environmental Studies ..... 1 - 4
	ENVR	551 Natural Resource Management ..... 3
	EUGS	550 Urban Studies and Policy Analysis ..... 3
	GEOS	501 Air Resource Management ..... 3
	GEOS	509 Water Resource Management ..... 3
	GEOS	513 Waste Management ..... 3
	PSYC	553 Urban Psychology ..... 3
III.	Electives ..... 6	
IV.	Comprehensive Examination	

## CONCENTRATION IN ENVIRONMENTAL SCIENCE

I.	Required courses .....	15
	BIOL 570 Ecology .....	3
	GEOS 525 Environmental Geoscience .....	3
	GEOS 575 Geochemistry .....	3
	GEOS 658 Seminar in Environmental Graphics .....	3
	HLTH 502 Determinants of Environmental Health .....	3
II.	Required Electives .....	12
	A minimum of 6 semester hours from elective areas A and B each	
	A. Bio-ecology Area	
	BICL 505 Bacteriological Techniques in Marine Sampling .....	2
	BIOL 430 Field Ornithology .....	3
	BIOL 467 Biology of the Fishes .....	4
	BIOL 521 Field Studies of Flowering Plants .....	4
	BIOL 522 Plant Pathology .....	3
	BIOL 531 Medical Parasitology .....	3
	BIOL 532 Insect Ecology and Behavior .....	3
	BIOL 543 Advances in Immunology .....	3
	BIOL 550 Topics in Microbiology .....	4
	BIOL 553 Microbial Ecology .....	4
	BIOL 571 Physiological Plant Ecology .....	4
	BIOL 572 Ecology of the Estuary .....	4
	BIOL 573 Benthic Ecology .....	4
	PHMS 565 Tidal Marsh Ecology .....	4
	B. Physical Environment Area	
	CHEM 411 Water Analysis and Purification .....	3
	CHEM 570 Advanced Biochemistry .....	3
	GEOS 509 Water Resource Management .....	3
	GEOS 530 Paleoecology .....	3
	GEOS 537 Biostratigraphy of New Jersey .....	3
	GEOS 560 Advanced Marine Geology .....	3
	GEOS 571 Geophysics .....	3
	GEOS 573 Nuclear Geophysics .....	3
	HLTH 532 Air Pollution .....	3
	PHMS 581 Coastal Geomorphology .....	4
III.	Electives .....	6
IV.	Comprehensive Examination	

### Note:

1. Electives for all these concentrations may be added by the college. The advisor should be contacted before any are selected by the student.
2. It is the student's responsibility to file for the comprehensive examination with the departmental advisor. At that time, information will be given concerning the nature and scope of the examination.



**Note:**

- No more than two of the following 400-level courses may be taken for credit applicable to this master's degree:
 

HLTH 411	School Health and Community Services .....	3
HLTH 430	Health Counseling .....	3
HLTH 440	Health Aspects of Aging .....	3
HLTH 442	Health Promotion .....	3
HLTH 445	Perspectives on Death .....	3
HLTH 460	Systems of Health Care Delivery .....	3
HLTH 470	Patient Education .....	3
HLTH 490	Ethics in Health Care .....	3
HLTH 491	Health Education and the Computer .....	3
- The department provides opportunity for membership in Eta Sigma Gamma, a national health science honorary society.

## HEALTH PROFESSIONS

### Course Descriptions

	Semester Hours
<b>HLTH 502 DETERMINANTS OF ENVIRONMENTAL HEALTH</b>	<b>3</b>
Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems.	
<i>Prerequisite: Courses in similar field or permission of instructor.</i>	
<b>HLTH 503 RESEARCH METHODS IN HEALTH</b>	<b>3</b>
Theoretical and practical experiences in methods of inquiry, designing of research studies, utilization of various tools for gathering data, statistical analysis of data, and writing of research proposals.	
<i>Prerequisite: HLTH 528 or permission of instructor.</i>	
<b>HLTH 505 SCHOOL HEALTH PROGRAM MANAGEMENT</b>	<b>3</b>
Examines management theory and practices applicable to school health programs. Historical developments and philosophical issues are also reviewed. Includes management techniques, staffing patterns, accounting procedures and evaluation methods essential for the successful school health program.	
<i>Prerequisite: A basic course in school or community health or permission of instructor.</i>	
<b>HLTH 510 HEALTH EDUCATION WORKSHOP I</b>	<b>1 - 3</b>
For teachers of health education; deeper understandings of subject matter, current methods and techniques for the classroom, and considerations for curriculum development.	



**HLTH 511 BIOMEDICAL AND PSYCHOSOCIAL PERSPECTIVES 3**  
**ON DRUGS**

Examines the complex biomedical and psychosocial dimensions of contemporary drug use, emphasizing consideration of a broad spectrum of physiological responses to and health consequences of involvement. Provides a comprehensive view of the historical and social aspects of drug use, and an analysis of selected major issues presented by our current problems with drugs.

*Prerequisite: Undergraduate course in the study of alcohol and other drugs or permission of instructor.*

**HLTH 512 ALCOHOL WORKSHOP 3**

A process-oriented experience planned to enrich and synthesize understanding of selected physiological, psychosocial, medical, legal, economic and safety factors associated with alcohol use and abuse. Attention is focused on education, prevention, treatment and rehabilitation techniques and the study of existing programs.

*Prerequisite: A basic course in drug/alcohol problems or permission of instructor.*

**HLTH 513 DRUG ABUSE SEMINAR 3**

Provides seminar setting for concentrated study of selected aspects of contemporary drug problems. Emphasizes major health issues emerging from recent biomedical and societal developments; includes consideration of rehabilitative and treatment approaches, utilizing pertinent sources of information and current research literature.

*Prerequisite: A basic course in drug abuse problems or permission of instructor.*

**HLTH 514 SEXUALLY TRANSMITTED DISEASES 3**

In-depth study of determinants of sexually transmitted diseases, their impact on the individual and society, and the special medical, psychological, and social problems which they generate.

**HLTH 516 SELECTED DEVELOPMENTS IN 3**  
**COMMUNITY HEALTH**

Entails use of seminar approach for in-depth analysis of selected developments in community health. Topics will vary according to class interest and timeliness of issue, but might include, among others, radon, adolescent suicide, and control and prevention of AIDS.

*Prerequisite: Courses in similar field or permission of instructor.*

**HLTH 526 CURRICULUM DEVELOPMENT IN 3**  
**HEALTH EDUCATION**

Nature and construction of comprehensive health education curricula, elementary grades through senior high school. Recommended for health education majors only.

*Prerequisite: Basic course in health education and basic course in methods of teaching health education.*

**HLTH 528 EVALUATION IN HEALTH 3**

Provides for an in-depth study of the theories and principles of measurement and evaluation and their application to the field of health education. The theoretical foundations and the practical considerations for proper selection, development and administration of various measuring instruments, and the analysis of their results constitute the focal points of the course.

*Prerequisite: A basic course in statistics or in tests and measurement.*

**HLTH 530 HEALTH ISSUES SEMINAR 3**

Provides seminar setting for concentrated study of selected major contemporary health issues. A minimum of five topical areas are presented for analysis and interpretation through extensive readings, pertinent written projects, and directed oral communication.  
*Prerequisite: Study in health-related field or permission of instructor.*

**HLTH 531 INDEPENDENT STUDY IN HEALTH 1 - 4**

Under the direction of departmental faculty member. Semester hours determined by the department chairperson following consultation with departmental research committee.  
*Prerequisite: Majors only.*

**HLTH 535 HISTORY AND FOUNDATIONS - HEALTH I 3**

Comprehensive historical study of our continual struggle against the forces of disease and infirmity. Includes health and medical practices of primitive peoples, ancient civilizations, the Middle Ages, and the Renaissance.  
*Prerequisite: Majors only or instructor's permission.*

**HLTH 540 SELECTED TOPICS IN MENTAL HEALTH 3**

Entails use of seminar approach for in-depth analysis of selected topics in mental health. Topics will vary according to class interest, but will include, among others, stress, labeling, racism, sexism, and ageism.  
*Prerequisite: A basic course in mental health or psychology.*

**HLTH 545 STRESS AND ILLNESS 3**

Provides for an in-depth study of the relationship between stress and illness. In the process of exploring this relationship, the major sources of stress are identified and their psychosocial determinants and their impact on health are analyzed and discussed. The mechanism of coping with stress and the strategies for reduction and prevention of stress are also studied and critically evaluated.  
*Prerequisite: HLTH 540.*

**HLTH 550 FUNDAMENTALS OF GERIATRICS 3**

A study of the health and well-being, as well as the diseases, of the aged. Individual and community attitudes as they affect the health status of the gerian are examined. Contemporary topics such as changing physiology, mental health, sexuality, health maintenance, terminal care and death as they relate to the aged are also investigated.

**HLTH 551 SELECTED TOPICS IN GERONTOLOGY 3**

Entails use of seminar approach for in-depth analysis of selected topics in gerontology. Topics will vary according to class interest, but will include, among others, ageism, health problems, loss and diminishment, homelessness and terminal old age.  
*Prerequisite: HLTH 440.*

**HLTH 560 HUMAN DISEASES 3**

Presents a contemporary view of the major infectious and chronic/degenerative diseases with an emphasis on the principles of causation, process, diagnosis, prevention, and management. Important past and present medical developments are discussed in the context of continuing change, methods and inferences of epidemiologic investigation are studied and the implications of ongoing research are considered. Concludes with an instructional component which addresses methodology and disease specific information resources.  
*Prerequisite: A basic course in biology.*

**HLTH 565 FOUNDATIONS OF EPIDEMIOLOGY 3**

Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

**HLTH 570 HUMAN SEXUALITY II 3**

This course is designed for students who seek knowledge of the ethical, moral, psychological and biological concepts in human sexuality.

*Prerequisite: HLTH 290.*

**HLTH 575 THE TEACHING OF HUMAN SEXUALITY 3**

Provides for the study of instructional methodologies and resource materials pertaining to human sexuality education. Emphasizes curriculum development, teaching plans, resource selection and the role of the teacher in school and community setting.

*Prerequisite: HLTH 570.*

**HLTH 576 FAMILY PLANNING EDUCATION 3**

Provides students with an in-depth study of family planning education. Topics include history, methods of birth control, process of decision making, family planning services and methods and materials for family planning education.

*Prerequisite: A basic course in human sexuality or equivalent.*

**HLTH 580 HEALTH POLICY AND POLITICS 3**

Provides for the study of politics of health care, health policy issues and the health care delivery system. Special emphasis is placed on health policy as it has evolved in response to sociopolitical and economic factors and expected future trends.

**HLTH 585 ORGANIZATION AND ADMINISTRATION  
OF HEALTH CARE FACILITIES 3**

Analyzes organization and administration of health care facilities. Topics include nature of health care facilities, managerial processes, institutional staffing and productivity, social responsibilities, techniques of managerial innovation, funding sources and health facility legislation. Provides practical applications of relevant theory.

**HLTH 588 PLANNING AND EVALUATION OF  
HEALTH PROGRAMS 3**

Provides for the study of the processes and techniques of program planning, program implementation and program evaluation from a community health perspective, utilizing material from the related disciplines of epidemiology, sociology, psychology, anthropology, and social work.

*Prerequisite: School and Community Health Program or equivalent.*

**HLTH 601 RESEARCH SEMINAR IN HEALTH 3**

Provides intensive study of the entire spectrum of research literature in the health professions field. Includes opportunities for analysis and critique of selected research studies and synthesis of research findings for theoretical and practical application.

*Prerequisites: HLTH 528 and HLTH 503 or ELRS 503.*

Provides an intensive research experience for master's degree candidates in health education. It reflects the culmination of coursework and involves the completion of a research document. All candidates must satisfactorily complete an oral examination based on the research experience.

*Prerequisite: Successful completion of the departmental written comprehensive examination, HLTH 503, 528.*



# HOME ECONOMICS

*Chairperson: Dr. Elaine Flint*

*Graduate Advisor: Dr. Karen I. Todd*

The graduate program in Home Economics offers five professional concentrations: Home Management/Consumer Economics, Family Life Education, Family Relations/Child Development, Home Economics Education and Nutrition Education.

The program is designed to provide students with advanced study needed for college and university teaching, for leadership positions in various professions in business, for social welfare agencies, for public school and adult education programs, for research, and for extension service.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. An individual program of study is developed for each student depending on professional goals and educational background.

Students lacking adequate preparation may be required to take additional courses at the undergraduate level as prerequisite to graduate study.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HOME ECONOMICS

I.	Required Courses .....	12 - 13
	HECO 507 Research in Home Economics .....	3
	HECO 509 Research Seminar or HECO 600 Thesis .....	3 or 4
	HECO 540 Interdisciplinary Study of the Family .....	3
	HECO 590 Contemporary Issues in Home Economics .....	3
II.	Professional Concentration .....	9 - 15
	Select from one of the following concentrations:	
A.	Home Management/Consumer Economics Concentration	
	HECO 530 Consumer Behavior .....	3
	HECO 531 Family Financial Problems .....	3
	HECO 532 Family and Consumer Economics .....	3
	HECO 535 Consumer and Family Law .....	3
	HECO 570 Management of Family Resources .....	3
	HECO 448 Family Counseling .....	3
	HEED 403 Consumer Education Techniques .....	3
B.	Family Life Education Concentration	
	HECO 503 Program Development in Family Life Education .....	3
	HECO 514 Child in the Family .....	3
	HECO 542 Dynamics of Family Interaction .....	3
	HECO 570 Management of Family Resources .....	3

HLTH 570	Human Sexuality II .....	3
or		
PSYC 542	Topics in Human Sexuality .....	3
An Independent Study in Parenting Skills and Resources or an Independent Study in Ethical Issues in Sexuality and Family may be arranged.		
C.	Family Relations/Child Development Concentration	
HECO 503	Program Development in Family Life Education .....	3
HECO 514	The Child in the Family .....	3
HECO 542	Dynamics of Family Interaction .....	3
HECO 544	Intercultural Study of the Family .....	3
HEFM 445	The Inner City Family .....	3
D.	Home Economics Education Concentration	
HECO 501	Seminar in Home Economics Education .....	3
HECO 503	Program Development in Family Life Education .....	3
HECO 506	Supervision of Home Economics .....	3
HEED 403	Consumer Education Techniques .....	3
E.	Nutrition Education Concentration	
HECO 580	New Findings in Nutrition .....	3
HECO 581	Nutrition Education .....	3
HECO 585	Food and Nutrition Issues .....	3
HECO 587	Nutrition Education Practicum .....	3
III.	Home Economics Electives .....	3 - 9
To be selected from approved Home Economics courses.		
IV.	Electives Outside the Department .....	3 - 9
V.	Comprehensive Examination, both oral and written to be taken after completing 24 semester hours of graduate study. Students must apply to the graduate advisor at the beginning of the semester in which the exams will be taken. The comprehensive examination is given each Fall and Spring semester.	
VI.	Candidates who choose to write a thesis will register for HECO 600 for four semester hours credit in lieu of HECO 509 Research Seminar. The comprehensive exam is waived. A thesis defense is required upon the completion of the thesis before the candidate's graduate Thesis Committee.	

Minimum: 33 semester hours

## HOME ECONOMICS

### Course Descriptions

	Semester Hours
<b>HECO 503 PROGRAM DEVELOPMENT IN FAMILY LIFE EDUCATION</b>	<b>3</b>
Analysis of the development of family living programs in public schools and other agencies. Current problems, practices, and trends. Designing and planning for the implementation of innovative programs.	

*Prerequisite: Graduate status.*

**HECO 506 SUPERVISION OF HOME ECONOMICS 3**

Curricula, current trends, facilities, professional literature and evaluation techniques. Competencies for the role of supervisor analyzed. Provides elective credits toward supervisor's certificate.

*Prerequisite: Graduate status, classroom teaching experience.*

**HECO 507 RESEARCH IN HOME ECONOMICS 3**

Designed to provide basic research and statistical literacy so that the student can develop a research proposal in its entirety in any one area of home economics.

*Prerequisite: HECO 304 or equivalent course; graduate matriculation.*

**HECO 508 INDEPENDENT STUDY 1 - 3**

An opportunity to study in-depth, areas of home economics which are not offered in the regular curriculum. Approval of department chairperson required.

*Prerequisite: Instructor's permission; graduate status required.*

**HECO 509 RESEARCH SEMINAR 3**

Carrying out a research study on specific problems of limited scope. Work may be taken in the following areas: child and family, family and consumer studies, family housing, foods, nutrition, textiles, clothing or home management.

*Prerequisite: HECO 507; graduate matriculation; majors only.*

**HECO 514 CHILD IN THE FAMILY 3**

An intensive study of the theories and research related to child rearing techniques. Analysis of factors influencing parental practices and their effects on the child.

*Prerequisite: Graduate status.*

**HECO 530 CONSUMER BEHAVIOR 3**

Investigating consumer behavior from the consumers' perspective. Emphasis on individual perception, motivation, learning, and personality as well as family organization, social class, subcultures and national economic trends.

*Prerequisite: Graduate status.*

**HECO 531 FAMILY FINANCIAL PROBLEMS 3**

Study of families with financial concerns and crises. Emphasis on effective use of money to meet families' life styles and alleviate problem areas.

*Prerequisite: Graduate status.*

**HECO 532 FAMILY AND CONSUMER ECONOMICS 3**

Study of families and consumers from economic perspectives in society. Emphasis on broad implications of economic practices and policies for various groups of families as they function in the marketplace.

*Prerequisite: Graduate status.*

**HECO 535 CONSUMER AND FAMILY LAW 3**

Laws and policies of institutions which affect family function, relationships and welfare.

*Prerequisite: Graduate status.*

**HECO 540 INTERDISCIPLINARY STUDY OF FAMILY 3**

Contributions which various academic disciplines (history, anthropology, biology, economics, as well as psychology and sociology) make toward a more comprehensive understanding of family life.

*Prerequisite: Graduate status.*

**HECO 542 DYNAMICS OF FAMILY INTERACTION 3**

Critical review of concepts and theories, both psychological and sociological, currently used in understanding patterns and problems of family relationships.

*Prerequisite: Graduate status.*

**HECO 544 INTERCULTURAL STUDY OF FAMILY 3**

Analytical study of cross cultural regularities and differentials in family structures. Functions and impact of social change on family values and patterns. Varied conceptual approaches to the study of family as well as a broad acquaintance with empirical studies and research.

*Prerequisite: Graduate status.*

**HECO 570 MANAGEMENT OF FAMILY RESOURCES 3**

Family as a decision-making unit. Directing its resources for more effective living. Philosophical, psychological, sociological and economic trends which have a direct influence on family's ability to maximize its resource potential and utilization.

*Prerequisite: Graduate status.*

**HECO 580 NEW FINDINGS IN NUTRITION 3**

This course enables students to develop detailed and in-depth knowledge of human nutrition, nutrients and their interrelationships. Emphasis is placed on the critical review and analysis of recent development in nutrition research.

*Prerequisite: HENU 382 or equivalent; graduate status.*

**HECO 581 NUTRITION EDUCATION 3**

This course is designed to provide students with skills for developing, implementing, evaluating and funding nutrition education programs for populations with various demographic characteristics.

*Prerequisite: HEED 412.*

**HECO 583 NUTRITIONAL ASPECTS OF FOOD PROCESSING AND HANDLING 3**

A course designed to study the theory and practice of evaluating food processing from a nutritional standpoint and to compare food availability with the effects that various kinds of processing have on nutrient content. This course is appropriate for graduate students and selected seniors in food and nutrition, food service management, biology, chemistry, and health sciences.

*Prerequisites: Undergraduate study in organic chemistry, nutrition, food principles or approval of instructor.*

**HECO 585 FOOD AND NUTRITION ISSUES 3**

An investigation of current issues in food and nutrition with an emphasis on consumer, food industry, government and professional perspectives.

*Prerequisites: HECO 304, HENU 150, HENU 182 or equivalent.*

**HECO 587 NUTRITION EDUCATION PRACTICUM 3**

The practicum is designed to provide students with planned, supervised experiences in a variety of selected business agencies or organizations where nutrition education skills and competencies can be utilized.

*Prerequisites: HECO 580, 581.*



**HECO 590 CONTEMPORARY ISSUES IN HOME ECONOMICS 3**

A seminar dealing with issues in home economics with special emphasis on designing programs for social change.

*Prerequisites: Graduate matriculation and 20 semester hours in graduate program; majors only.*

**HECO 600 THESIS IN HOME ECONOMICS 4**

Individual research selected under advisement of a faculty committee. An oral exam by the committee follows the completion of the project.

Required for registration: written permission from major faculty advisor of the research, and department chair; graduate matriculation.

*Prerequisites: HECO 507 and instructor's permission.*

# LEGAL STUDIES

*Chairperson: Dr. Marilyn R. Tayler*

*Graduate Advisor: Dr. Barbara A. Nagle*

The Master of Arts in Legal Studies offers a program of study for students seeking advanced preparation in legal studies with optional concentrations in Dispute Resolution and in Law Office Management and Technology. It provides academic opportunities leading to career enhancement for legal professionals. The degree offerings are on the cutting edge of specialty areas such as alternative dispute resolution, law office management, legal technology, trademark law, ethics and professional responsibility.

Legal Studies provides graduate instruction through a broad range of topics which develop the student's critical understanding of law. Graduate offerings in Legal Studies are designed:

- \*To advance the study of law within the context of an interdisciplinary liberal arts education.
- \*To provide a more advanced level of knowledge in order to enhance professional development.
- \*To prepare for the technologically sophisticated legal environment of the twenty-first century.
- \*To develop theoretical and practical knowledge of advocacy and dispute resolution.
- \*To enhance advanced legal research and writing abilities.
- \*To develop analytical and critical thinking skills essential to the legal field.

The programs of the Department of Legal Studies serve as prototypes, blending the liberal arts with sound preparation for legal professions. Many career alternatives are possible for graduates in government, the corporate sector and private arenas. Graduate course work in Legal Studies serves the needs of a broad range of students interested in law at the graduate level for whom law school is not the educational objective and for whom advanced education in the legal field is beneficial. This includes supervisors, claims managers, compliance officers and affirmative action officers in the private sectors; paralegal managers, legal assistants, human resource officers, investigators and criminal justice professionals; and legal advocates for victims of domestic violence, the disadvantaged and the physically and mentally challenged. It also includes primary and secondary school teachers desiring education in the field of mediation and dispute resolution; practitioners in the field of dispute resolution; professionals who utilize dispute resolution in such diverse fields as labor relations, insurance and financial markets; and a wide variety of professionals in the corporate sector.

In contrast to the Master of Arts in Legal Studies, the post-baccalaureate Paralegal Studies Certificate Program is an appropriate course of study for entry level preparation. Students may elect to pursue the post-baccalaureate certificate and also the Master of Arts degree. Contact the Department of Legal Studies for further information.

# ADMISSION REQUIREMENTS

Candidates for admission must have a baccalaureate degree from an accredited college or university and meet the university minimum requirements for the Graduate Records Examination. In addition, candidates for admission to the M.A. in Legal Studies must meet the following requirements:

- minimum cumulative grade point average of 2.75 for their undergraduate work
- minimum cumulative grade point average of 2.75 in core prerequisite courses

Candidates who do not meet these criteria may be accorded deferred matriculation status and may be permitted to enroll in a maximum of two graduate course in the program. If they attain a minimum grade point average of 3.0 in those graduate courses, they may be granted full matriculation status in the program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES

Prerequisite Core (9 credits not counted towards the MA degree):

An introductory law course (LSPR 200, LSLW 200, LSLW 300)* .....	3
Legal Research and Writing (LSPR 300)* .....	3
Civil Litigation (LSPR 220)* .....	3

*\*Equivalent undergraduate courses from other institutions may be substituted.*

I.	Required Courses .....	9
	LSLW 501 Ethical and Professional Issues in the Legal Environment .....	3
	LSLW 511 Advanced Legal Research and Writing .....	3
	LSLW 600 Thesis Seminar in Legal Studies .....	3
II.	Select eight courses from the following .....	24
	LSLW 512 Statutory and Regulatory Analysis .....	3
	LSLW 520 Private Civil Responsibility: Contracts and Torts .....	3
	LSLW 531 Administrative Practice and Procedure .....	3
	LSLW 538 Trademark Law .....	3
	LSLW 540 Criminal Trial Preparation .....	3
	LSLW 580 Field Experience in Legal Studies	
	OR	
	LSLW 581 Cooperative Education in Legal Studies .....	4
	LSLW 599 Selected Topics in Legal Studies .....	3
	LSLW 551 Negotiation Theory and Practice .....	3
	LSLW 552 Mediation Theory and Practice .....	3
	LSLW 553 Arbitration and Other Alternative Adjudicative Processes .....	3
	LSLW 554 Peer Mediation in Educational Settings .....	3
	LSLW 555 Family Mediation .....	3
	LSLW 556 Dispute Resolution in the Workplace .....	3
	LSLW 558 Cross-Cultural Conflict Resolution .....	3
	LSLW 572 Litigation Management .....	3
	LSLW 578 Legal Aspects of Human Resource Management .....	3
	LSLW 579 Private Sector Compliance with Public Regulations .....	3

LSPR 411	Advanced Patent, Trademark and Copyright Law .....	3
LSPR 420	Advanced Civil Litigation .....	3
LSPR 441	Advanced Computer Applications in the Law Office .....	3
LSPR 450	Law Office Management .....	3
III.	Elective (one course from departmental list of approved courses) .....	3
	Total semester hours:	36

Note: Students may not select more than 25% of their course work from courses at the 400 level.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN DISPUTE RESOLUTION

Prerequisite Core (9 credits not counted towards the MA degree):

An introductory law course (LSPR 200, LSLW 200, LSLW 300)* .....	3
Legal Research and Writing (LSPR 300)* .....	3
Civil Litigation (LSPR 220)* .....	3
Negotiation, Mediation and Arbitration (LSPR 402)* .....	3

*\*Equivalent undergraduate courses from other institutions may be substituted.*

I.	Required Courses .....	9
	LSLW 501 Ethical and Professional Issues in the Legal Environment .....	3
	LSLW 511 Advanced Legal Research and Writing .....	3
	LSLW 600 Thesis Seminar in Legal Studies .....	3
II.	Select five courses from the following .....	15
	LSLW 551 Negotiation Theory and Practice .....	3
	LSLW 552 Mediation Theory and Practice .....	3
	LSLW 553 Arbitration and Other Alternative Adjudicative Processes .....	3
	LSLW 554 Peer Mediation in Educational Settings .....	3
	LSLW 555 Family Mediation .....	3
	LSLW 556 Dispute Resolution in the Workplace .....	3
	LSLW 558 Cross-Cultural Conflict Resolution .....	3
III.	Select three courses from the following .....	9
	LSLW 512 Statutory and Regulatory Analysis .....	3
	LSLW 520 Private Civil Responsibility: Contracts and Torts .....	3
	LSLW 531 Administrative Practice and Procedure .....	3
	LSLW 538 Trademark Law .....	3
	LSLW 540 Criminal Trial Preparation .....	3
	LSLW 572 Litigation Management .....	3
	LSLW 578 Legal Aspects of Human Resource Management .....	3
	LSLW 579 Private Sector Compliance with Public Regulations .....	3
	LSLW 580 Field Experience in Legal Studies	
	OR	
	LSLW 581 Cooperative Education in Legal Studies .....	4
	LSLW 599 Selected Topics in Legal Studies .....	3



LSPR 411	Advanced Patent, Trademark and Copyright Law .....	3
LSPR 420	Advanced Civil Litigation .....	3
LSPR 441	Advanced Computer Applications in the Law Office .....	3
LSPR 450	Law Office Management .....	3
IV.	Elective (one course from departmental list of approved courses) .....	3
	Total semester hours:	36

Note: Students may not select more than 25% of their course work from courses at the 400 level.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN LAW OFFICE MANAGEMENT AND TECHNOLOGY

Prerequisite Core (9 credits not counted towards the MA degree):

An introductory law course (LSPR 200, LSLW 200, LSLW 300)* .....	3
Legal Research and Writing (LSPR 300)* .....	3
Civil Litigation (LSPR 220)* .....	3
Computer Applications in the Legal Environment (LSPR 440)* .....	3

*\*Equivalent undergraduate courses from other institutions may be substituted.*

I.	Required Courses .....	9
	LSLW 501 Ethical and Professional Issues in the Legal Environment .....	3
	LSLW 511 Advanced Legal Research and Writing .....	3
	LSLW 600 Thesis Seminar in Legal Studies .....	3
II.	Select five courses from the following .....	15
	LSLW 572 Litigation Management .....	3
	LSLW 578 Legal Aspects of Human Resource Management .....	3
	LSLW 579 Private Sector Compliance with Public Regulations .....	3
	LSPR 420 Advanced Civil Litigation .....	3
	LSPR 441 Advanced Computer Applications in the Law Office .....	3
	LSPR 450 Law Office Management .....	3
III.	Select three courses from the following .....	9
	LSLW 512 Statutory and Regulatory Analysis .....	3
	LSLW 520 Private Civil Responsibility: Contracts and Torts .....	3
	LSLW 531 Administrative Practice and Procedure .....	3
	LSLW 538 Trademark Law .....	3
	LSLW 540 Criminal Trial Preparation .....	3
	LSLW 551 Negotiation Theory and Practice .....	3
	LSLW 552 Mediation Theory and Practice .....	3
	LSLW 553 Arbitration and Other Alternative Adjudicative Processes .....	3
	LSLW 554 Peer Mediation in Educational Settings .....	3
	LSLW 555 Family Mediation .....	3
	LSLW 556 Dispute Resolution in the Workplace .....	3
	LSLW 558 Cross-Cultural Conflict Resolution .....	3

LSLW 580	Field Experience in Legal Studies	
	OR	
LSLW 581	Cooperative Education in Legal Studies .....	4
LSLW 599	Selected Topics in Legal Studies .....	3
LSPR 411	Advanced Patent, Trademark and Copyright Law .....	3
IV.	Elective (one course from departmental list of approved courses) .....	3
	Total semester hours:	36

Note: Students may not select more than 25% of their course work from courses at the 400 level.

## LEGAL STUDIES

### Course Descriptions

		Semester Hours
<b>LSLW 501</b>	<b>ETHICAL AND PROFESSIONAL ISSUES IN THE LEGAL ENVIRONMENT</b>	<b>3</b>
	A study of ethical and professional issues faced in the legal environment. Familiarization with existing and proposed ethical standards and guidelines. Development of a framework from which to undertake the analysis of ethical dilemmas. Analysis of issues of propriety and responsibility. <i>Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.</i>	
<b>LSLW 511</b>	<b>ADVANCED LEGAL RESEARCH AND WRITING</b>	<b>3</b>
	Advanced study of legal research methodology and legal analysis which includes preparation of scholarly legal research papers. Exploration of ethical and philosophical issues related to legal research and writing applications. <i>Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.</i>	
<b>LSLW 512</b>	<b>STATUTORY AND REGULATORY ANALYSIS</b>	<b>3</b>
	Study of legislative and administrative processes including the creation, application and interpretation of statutory and administrative law. Required research includes use of primary and secondary legislative and administrative law materials as well as legislative history. <i>Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.</i>	
<b>LSLW 520</b>	<b>PRIVATE CIVIL RESPONSIBILITY: CONTRACTS AND TORTS</b>	<b>3</b>
	Study of theoretical and substantive aspects of common law actions in comparison with statutory enactments affecting the relationships of individuals under covenant or duty. <i>Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.</i>	

**LSLW 531 ADMINISTRATIVE LAW 3**

A critical analysis of the body of law which regulates government agencies and their relations with the public. Examination of federal and state administrative law, regulations, rules and procedures.

*Prerequisites: LSPR 200 or LSLW 200 or LSPR 300; and LSPR 220; and LSPR 300 or equivalents.*

**LSLW 538 TRADEMARK LAW 3**

Comprehensive study of procedural and substantive aspects of trademark selection, registration, use and protection within the context of intellectual property.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.*

**LSLW 540 CRIMINAL TRIAL PREPARATION 3**

Preparation and trial of a criminal case as studied through case law, procedures, techniques and strategies. Contrast of New Jersey and Federal criminal procedure. Study of investigation, pleadings, motions, discovery, jury selection, evidentiary problems, direct and cross-examination and summations. Extensive use of simulation exercises.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.*

**LSLW 551 NEGOTIATION THEORY AND PRACTICE 3**

In-depth study of negotiation theories and practical applications. Includes an examination and comparison of various negotiation theories and critical skills needed to be an effective negotiator. Extensive role plays. Study of ethical and policy issues.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300; and LSPR 402 or equivalents.*

**LSLW 552 MEDIATION THEORY AND PRACTICE 3**

In-depth examination of the theory and practical applications of mediation. Integration of ethical and policy issues and applications through role plays. Study of how the various applications affect the mediation process and the court's role in the development of mediation.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300; and LSPR 402 or equivalents.*

**LSLW 553 ARBITRATION AND OTHER ALTERNATIVE ADJUDICATIVE PROCESSES 3**

In-depth examination of the theory and applications of arbitration and other adjudicative processes. Utilization of role plays to expand student knowledge and ability to understand increasingly complex issues. Examination of policy and ethical issues and exploration of case law research.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220 and LSPR 300; and LSPR 402 or equivalents.*

**LSLW 554 PEER MEDIATION IN EDUCATIONAL SETTINGS 3**

Comprehensive study of the theory and application of interpersonal conflict resolution processes between and among individual students and groups of similar status in primary, secondary and higher education.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.*



**LSLW 555 FAMILY MEDIATION****3**

Theoretical and practical aspects of mediation in the family law context. Overview of the laws which govern and affect the formation, maintenance and dissolution of the family unit. Study of the increasingly important role of family mediation both privately and within the judicial structure. Integration of ethical and practical considerations and enhancement of student understanding through role plays and independent research.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.*

**LSLW 556 DISPUTE RESOLUTION IN THE WORKPLACE****3**

Critical study of procedural and substantive legal principles of dispute resolution in the workplace. Exploration of procedures such as negotiation, mediation, arbitration, fact finding, and grievance resolution through collective bargaining which is the core of dispute resolution in both private and public sector employment.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.*

**LSLW 558 CROSS-CULTURAL CONFLICT RESOLUTION****3**

Intensive study and application of theories and techniques of cross-cultural conflict resolution. Examination of issues of race, ethnicity, gender, religion, and sexual preference within the context of dominant Western Culture.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.*

**LSLW 572 LITIGATION MANAGEMENT****3**

Study of procedural and substantive principles of litigation management which interface with technology in the legal environment. Applications of computer software within the flow of the discovery process. Integration of knowledge essential for a career as a supervising paralegal, litigation manager, or division supervisor.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300; and LSPR 440 or equivalents.*

**LSLW 578 LEGAL ASPECTS OF HUMAN RESOURCE  
MANAGEMENT****3**

In-depth study of procedural and substantive legal principles of human resource management. Exploration of the various procedures which can and should shape the work environment in both private and public employment.

*Prerequisites: LSPR 200 or LSLW or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.*

**LSLW 579 PRIVATE SECTOR COMPLIANCE WITH  
PUBLIC REGULATIONS****3**

In-depth study of federal and state requirements of compliance with public regulations in the areas of labor, employment, employee benefits, affirmative action, equal pay, and other federal and state mandated policies. Exploration of the interplay of various statutory and common law requirements governing private organizations which function in the United States.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.*



**LSLW 580 FIELD EXPERIENCE IN LEGAL STUDIES 3**

Application of academic theories to field experience of 120 hours over a semester in a legal environment reflective of the student's course of study. Research of issues related to placement and/or ethical issues.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents. Completion of a minimum of LSLW 501, LSLW 511 and 18 additional credits towards the M.A.*

**LSLW 581 COOPERATIVE EDUCATION IN LEGAL STUDIES 3**

Application of academic theories to compensated field experience of 20 hours per week in a legal environment reflective of the student's course of study. Research of issues related to placement and/or ethical issues.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents. Completion of a minimum of LSLW 501, LSLW 511 and 18 additional credits toward the M.A.*

**LSLW 599 SELECTED TOPICS IN LEGAL STUDIES 3**

Examination of a current topic in the legal environment that is of significance. Analysis of theoretical foundations and practical applications in the area studied. Development of the ability to critically analyze, observe, and research the topic under examination, as well as prepare a research paper.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents; permission of department.*

**LSLW 600 THESIS SEMINAR IN LEGAL STUDIES 3**

Seminar for the M.A. student in Legal Studies who is completing a thesis. Designed to facilitate the writing of the thesis by providing students with an opportunity to discuss their work with a faculty facilitator and other M.A. students. Course can only be taken after at least 27 credits of the M.A. program have been completed and a thesis topic has been approved.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents.*

## PARALEGAL STUDIES CERTIFICATE

*Certificate Advisor: Dr. Norma C. Connolly*

The Department of Legal Studies offers a Paralegal Studies Certificate Program for post-baccalaureate students which includes a balanced and varied background in the legal fundamentals, appropriate skills, and practical field work experience necessary for employment as a legal assistant. The program develops intellectual and analytical skills, educates students for direct employment opportunities in the paralegal field, and provides additional career possibilities in combination with a student's undergraduate degree.

The Montclair State University Paralegal Studies Program is the first and only program at a state college or university in New Jersey to receive American Bar Association approval. A certificate of completion is awarded to all students who meet program standards, fulfill the 24 credit hours required in the program, and have completed a bachelor's degree. All courses in the program are undergraduate courses. However,

post-baccalaureate students who meet all course prerequisites may, with departmental permission, substitute up to two graduate Legal Studies courses (at the 500 level) within the Paralegal Studies Program.

In addition to the general law program, there are three possible concentrations within the Paralegal Studies Program: Hispanic concentration for bilingual students; Litigation concentration; and Patent, Trademark and Copyright concentration.

## PARALEGAL STUDIES PROGRAM

I.	LSPR	200	Introduction to Paralegalism .....	3
II.	LSPR	220	Civil Litigation .....	3
III.	LSPR	300	Legal Research and Writing .....	3
IV.	<b>Choice of 4 of the following:</b>			
	LSPR	301	Criminal Law and Procedure .....	3
	LSPR	304	Real Estate Law .....	3
	LSPR	305	Immigration Law .....	3
	LSPR	306	Contract Law for Paralegals .....	3
	LSPR	310	Fundamentals of Patent, Trademark and Copyright Law .....	3
	LSPR	322	Wills, Trusts, and Probate Law .....	3
	LSPR	330	Domestic Relations Law .....	3
	LSPR	332	Personal Injury Law .....	3
	LSPR	336	Corporations and Partnerships .....	3
	LSPR	420	Advanced Civil Litigation .....	3
	LSPR	440	Computer Applications in the Legal Environment .....	3
V.	LSPR	497	Paralegal Seminar and Internship .....	3
	Students may substitute:			
	LSPR	498	Cooperative Education: Paralegal Studies .....	4-8
	<b>Total Semester Hours for the Program .....</b>			<b>24</b>

**Note:** In Group IV, students may substitute up to two courses from a Department list which includes the following:

LSPR	360	Advanced Legal Research .....	3
LSPR	361	Advanced Legal Writing .....	3
LSPR	402	Negotiation, Mediation and Arbitration .....	3
LSPR	411	Advanced Patent, Trademark and Copyright Law .....	3
LSPR	441	Advanced Computer Applications in the Law Office Environment .....	3
LSPR	450	Law Office Management Technology .....	3
LSPR	499	Selected Topics in Paralegal Studies .....	3

In Group IV, students may substitute one law-related course from the following group:

BSLW	261	Legal Environment of Business I .....	3
LSPR	316	Skills for Bilingual Legal Personnel .....	3
POLS	321	Law in Society: Criminal Law .....	3

## Concentrations

### Hispanic Concentration (for bilingual students)

#### Required Course:

LSPR	316	Skills for Bilingual Legal Personnel .....	3
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### Litigation Concentration

#### Required Courses:

LSPR	332	Personal Injury Law .....	3
LSPR	420	Advanced Civil Litigation .....	3

### Patent, Trademark and Copyright Concentration

#### Required Courses:

LSPR	310	Fundamentals of Patent, Trademark and Copyright Law .....	3
LSPR	411	Advanced Patent, Trademark and Copyright Law .....	3

Each course of study includes a prescribed sequence of legal specialty classes and an internship in the area of concentration.

## LEGAL STUDIES

### Course Descriptions

	Semester Hours
<b>LSPR 200 INTRODUCTION TO PARALEGALISM</b>	<b>3</b>
An introduction to the legal system and the legal process, particularly as it operates in the state of New Jersey. The roles of the lawyer and the paralegal within the legal system. Familiarization with basic subject areas of law. Introduction to computer applications in law. Ethical considerations. Specific paralegal skills in interviewing, investigation and advocacy.	
<b>LSPR 220 CIVIL LITIGATION</b>	<b>3</b>
The terminology of a civil law suit. Substantive and procedural principles relating to all stages of a civil law suit from commencement to judgement, particularly as applied to New Jersey civil practice rules. Drafting of pleadings, motions and other documents in a civil law suit. Trial and appellate procedures.	
<i>Prerequisite or corequisite: LSPR 200 or LSLW 200 or LSLW 300.</i>	
<b>LSPR 300 LEGAL RESEARCH AND WRITING</b>	<b>3</b>
Fundamental principles and methods of legal research. The use of a law library including case law, statutory law and other sources. The application of the tools of legal research to case analysis, digesting legal opinions and writing a law office memorandum. Not open to freshmen.	
<i>Prerequisite or Corequisite: LSPR 200 or LSLW 200 or LSLW 300.</i>	

- LSPR 301 CRIMINAL LAW AND PROCEDURE 3**  
 Legal concepts of criminal law and their application to criminal procedure. Contrast between civil law and criminal law. Study of crimes against persons, property and the public. Searches and seizure, arrest and interrogation.
- LSPR 304 REAL ESTATE LAW 3**  
 Principles of real estate law and transactions. Contracts, mortgages, surveys, title, RESPA. Conveyances of real property from the standpoint of seller and purchaser. Landlord-tenant relations. Forms and documents utilized by paralegals in real estate law.  
*Prerequisite: LSPR 200.*
- LSPR 305 IMMIGRATION LAW 3**  
 Basic overview of Immigration and Nationality Act, as well as historical and sociological perspective of U.S. Immigration. Practice and procedure of immigration law as it pertains to both administrative agency processing and consular processing. Visa applications, naturalization, citizenship, deportation, exclusion, asylum and refugee practice.  
*Prerequisites: LSPR 200.*
- LSPR 306 CONTRACT LAW FOR PARALEGALS 3**  
 Theoretical foundations and practical applications of contract law in the common law tradition as modified by the Uniform Commercial Code. Drafting of contracts. Current developments in computer applications related to contract law. Paralegal minor.  
*Prerequisites: LSPR 200.*
- LSPR 310 FUNDAMENTALS OF PATENT, TRADEMARK AND COPYRIGHT LAW 3**  
 Substantive principles of patent, trademark and copyright law including categories and standards of patentability, categories of trademarks and categories of copyrightable subject matter. Assignment and licensing of such proprietary rights. Litigation involving acts of infringement including related areas of anti-trust law and unfair competition.
- LSPR 316 SKILLS FOR BILINGUAL LEGAL PERSONNEL 3**  
 Translating, interpreting and cultural fluency as applied to the legal field and in particular to the role of bilingual paralegals.  
*Prerequisite: Fluency in Spanish required.*
- LSPR 322 WILLS, TRUSTS AND PROBATE LAW 3**  
 Basic concepts, practice, and procedure in wills, probate, and trusts. Includes will drafting, estate planning, probate procedures and estate administration. Forms and questionnaires utilized by paralegals in these areas.  
*Prerequisites: LSPR 200, 220.*
- LSPR 330 DOMESTIC RELATIONS LAW 3**  
 Basic concepts of domestic relations law and family law practice. Includes ante-nuptial agreements, formal ties of marriage, separation agreements, divorce. Familiarization with forms and procedures utilized by paralegals in domestic relations law.  
*Prerequisites: LSPR 200, 220, 300.*
- LSPR 332 PERSONAL INJURY LAW 3**  
 Legal concepts and terminology of personal injury law, both substantive and procedural. Negligence, medical malpractice, products liability. Drafting of pleadings and other documents utilized by paralegals in personal injury practice.  
*Prerequisites: LSPR 200, 220, 300.*



**LSPR 336 CORPORATIONS AND PARTNERSHIPS 3**

Legal characteristics and tax aspects related to sole proprietorship, partnership, limited partnership and corporation. Formation, operation and dissolution of the corporate entity. Drafting of legal forms utilized by paralegals in these areas.

*Prerequisites: LSPR 200, 220, and either LSPR 306 or BSLW 261.*

**LSPR 360 ADVANCED LEGAL RESEARCH 3**

Refinement of principles and methods of legal research in working with statutes, case law and other legal sources. Application of legal research techniques to practical legal problems. Preparation of more complex legal research projects.

*Prerequisites: LSPR 300.*

**LSPR 361 ADVANCED LEGAL WRITING 3**

Advanced applications of legal method and analysis to legal writing. Students identify the legal problem, analyze it by the application of related law and theory, and solve the problem through a finished written work product. Application of legal research as well as legal theory and techniques to the kinds of writing assignments encountered in the legal field.

*Prerequisite: LSPR 300.*

**LSPR 402 NEGOTIATION, MEDIATION AND ARBITRATION 3**

An in-depth study of complementary forms of dispute resolution as compared and contrasted with the traditional judicial system. Students study the theoretical background and receive training in mediation, negotiation and arbitration.

**LSPR 411 ADVANCED PATENT, TRADEMARK  
AND COPYRIGHT LAW 3**

Procedural principles of patent, trademark and copyright law including prosecution of patent and trademark applications in the U.S. Patent and Trademark Office, preparation and filing of trademark applications and preparation of applications to register claims to copyright in the U.S. Copyright Office. Litigation procedures for acts of infringement relating to such proprietary rights.

*Prerequisite: LSPR 310.*

**LSPR 420 ADVANCED CIVIL LITIGATION 3**

Refinement of substantive and procedural principles relating to all stages of a civil law suit from commencement of suit through judgment and appeal as applied in New Jersey. Theoretical foundations and practical applications in the state court system contrasted with the federal court system.

*Prerequisite: LSPR 220.*

**LSPR 440 COMPUTER APPLICATIONS IN THE  
LEGAL ENVIRONMENT 3**

Applications of computer software in the legal environment. Legal applications of word processing, databases and spreadsheets. Legal software for document generation, document management, financial management, time billing, time and docket management, computer-assisted legal research and information management in the workflow process.

*Prerequisites: LSPR 200, 220, 300. For undergraduates only, completion of the Computer Science General Education Requirement is a prerequisite.*

**LSPR 441 ADVANCED COMPUTER APPLICATIONS IN  
THE LAW OFFICE ENVIRONMENT**

**3**

Applications and operation of computer programs designed specifically to assist in the practice of law or the management of a law office and to provide students with a conceptual basis for evaluation, application and operation of other legal application programs which may become available to students. The course builds upon the background and knowledge acquired in the prerequisite *Computer Fundamentals for Paralegals*.

*Prerequisites: LSPR 200, 300, 440.*

**LSPR 450 LAW OFFICE MANAGEMENT AND TECHNOLOGY**

**3**

Theoretical foundations and practical applications of law office management and technology. Hands-on and theoretical problems dealing with work product and workflow in the legal environment. Consideration of processes such as legal document management and assembly, case management, database management, human resource management, and technological interfaces with traditional processes.

*Prerequisites: LSPR 200, 220, 300.*

**LSPR 497 PARALEGAL SEMINAR AND INTERNSHIP**

**3**

Field work experience of 90 hours in a private sector law office, corporation, bank, or public sector agency. Required classroom seminar includes computer-assisted legal research, litigation project and resume writing.

*Prerequisites: LSPR 200, 220, 300, departmental approval.*

*Prerequisites or Corequisites: 4 legal specialty or law-related courses selected from courses approved within the Paralegal Studies Minor or from the approved departmental list.*

**LSPR 498 COOPERATIVE EDUCATION:  
PARALEGAL STUDIES**

**4 - 8**

Academic study integrated with supervised paid employment situation outside of the formal classroom setting. Part-time (20 hours per week) or full-time (40 hours per week). Required classroom seminar includes computer-assisted legal research, litigation project and resume writing.

*Prerequisites: LSPR 200, 220, 300; departmental approval.*

*Prerequisites or Corequisites: 4 legal specialty or law-related courses selected from courses approved within the Paralegal Studies Minor or from the approved departmental list.*

**LSPR 499 SELECTED TOPICS IN PARALEGAL STUDIES**

**3**

Exploration of a significant area of Paralegal Studies such as alternate dispute resolution, administrative law, bankruptcy, environmental law, as well as new and evolving legal areas. The specific topic will be announced each time the course is offered.

*Prerequisites: Vary according to the topic offered.*

# LINGUISTICS

*Chairperson: Dr. Mary E. Call*

The M.A. in Applied Linguistics prepares students for careers in a variety of professions where an understanding of language is essential. Students may choose to concentrate their studies in one of several areas: literacy, translation, or TESL certification, among others. For example, students who are interested in the interaction between language and society might choose to take LNGN 532 Language, Ethnicity, and Nationalism, LNGN 534 Languages in Contact, and LNGN 536 Languages of the U.S.A. as three of their electives. Certification in Teaching English as a Second Language (TESL) is available for students who already hold certification in another field. Interested students must choose four appropriate TESL-related electives and one free elective (see the following list of courses) in addition to the seven courses required of all M.A. students.

Students in other programs may elect Linguistics courses with their advisor's prior approval.

## CERTIFICATION IN TEACHING ENGLISH AS A SECOND LANGUAGE AS A SECOND TEACHING FIELD

Students seeking certification in Teaching English as a Second Language (TESL) as a second teaching field must complete a course of study of 18 semester hours. Interested students should contact the Linguistics Department for the list of required courses.

## ADMISSIONS REQUIREMENT

Candidates must fulfill the criteria for graduate matriculation at Montclair State University listed in this catalogue (Admission to Graduate Study). After they have been accepted, candidates will consult with the Graduate Advisor in the Linguistics Department to plan their individual programs of study.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED LINGUISTICS

To complete the program, students must take seven core courses and five electives for a total of 36 credits. In addition to this coursework, students must pass a comprehensive examination and write a thesis.

	Semester Hours
I. Required Courses .....	21
LNGN 500 Language and Linguistics .....	3
LNGN 502 Sociolinguistics .....	3
LNGN 503 Translation Theory .....	3
LNGN 504 Lexicography .....	3
LNGN 505 Current Theories of Second Language Acquisition .....	3
LNGN 605 Research Design and Statistics in Applied Linguistics .....	3
LNGN 610 Seminar for Thesis Students in Applied Linguistics .....	3
II. Required Electives .....	15
* LNGN 510 Advanced Structure of American English .....	3

LNGN 512	Applied Syntax and Semantics .....	3
LNGN 514	Applied Phonetics and Phonology .....	3
LNGN 515	Discourse Analysis .....	3
LNGN 516	Computational Linguistics .....	3
*LNGN 525	Methodology of Teaching ESL .....	3
LNGN 527	Computer-Assisted Language Instruction .....	3
*LNGN 528	TESL Practicum .....	3
LNGN 529	Language Testing and Assessment .....	3
+LNGN 530	Language and Culture in Minority Education .....	3
+LNGN 532	Language, Ethnicity, and Nationalism .....	3
LNGN 534	Languages in Contact .....	3
+LNGN 536	Languages of the U.S.A. ....	3
LNGN 538	Cross-Cultural Perspectives on Language Socialization .....	3
LNGN 540	Linguistics and Reading .....	3
LNGN 542	Literacy .....	3
LNGN 550	Forensic Linguistics .....	3
LNGN 555	The Structure of American Sign Language .....	3
LNGN 600	Selected Topics in Applied Linguistics .....	3

*\*Required for students seeking New Jersey ESL certification.*

*+Students seeking New Jersey ESL certification must select one of these courses.*

III. Thesis

IV. Comprehensive Examination

## LINGUISTICS

### Course Descriptions

	Semester Hours
<b>LNGN 500 LANGUAGE AND LINGUISTICS</b>	<b>3</b>
An overview of the study of language and linguistics intended to provide students with a clear understanding of human language and with the conceptual foundations of linguistics. The course will expose students to several major areas within linguistics: language acquisition, phonetics, phonology, morphology, syntax, semantics and pragmatics. It will introduce the major tenets and principles of linguistics without surveying the areas treated in the other graduate courses in the department. It is a prerequisite for all other courses in the M.A. program.	
<b>LNGN 502 SOCIOLINGUISTICS</b>	<b>3</b>
Study of language in its social context. Topics include: Language and ethnicity, language and social class, standard versus nonstandard varieties of language, code-switching, pidginization and creolization, attitudes towards non-standard varieties of language. <i>Prerequisite: LNGN 500 or equivalent.</i>	
<b>LNGN 503 TRANSLATION THEORY</b>	<b>3</b>
An exploration of the principles involved in providing semantic "equivalents" between two languages, emphasizing the problems of translating a variety of different types of texts which reflect major cross-cultural differences. <i>Prerequisite: LNGN 500 or equivalent.</i>	



**LNGN 504 LEXICOGRAPHY 3**

The study of the principles of compiling dictionaries. Topics include: the collection and evaluation of citations, semantic fields, defining, recording pronunciations, and determining usage. Attention will be paid to the differences among different types of dictionaries. Sample dictionaries are examined and students carry out their own lexicographic project.

*Prerequisite: LNGN 500 or equivalent.*

**LNGN 505 CURRENT THEORIES OF SECOND LANGUAGE ACQUISITION 3**

An in-depth analysis of the processes of child and adult second language acquisition (SLA) and how it differs from first language acquisition and the implications of these theories for the teaching and learning of second languages. The application of sociolinguistics and psycholinguistics to language teaching.

*Prerequisite: LNGN 500 or equivalent.*

**LNGN 510 ADVANCED STRUCTURE OF AMERICAN ENGLISH 3**

A detailed analysis of the phonological and grammatical structures of American English; advanced study of the social and stylistic varieties of American English; various theories of English grammar are studied.

*Prerequisite: LNGN 500 or equivalent.*

**LNGN 512 APPLIED SYNTAX AND SEMANTICS 3**

An investigation of the findings of theoretical syntax, semantics and pragmatics and the valuable insights which these provide for syntactic and semantic analysis in language teaching, for language-learning texts, for translation, for work in artificial intelligence, etc.

*Prerequisite or corequisite: LNGN 500.*

**LNGN 514 APPLIED PHONETICS AND PHONOLOGY 3**

The study of the basic principles of phonetics and phonology, and the relevance of these principles to a variety of applications, including foreign-language teaching, speech pathology, and the analysis and synthesis of speech by computer.

*Prerequisite: LNGN 500 or equivalent.*

**LNGN 515 DISCOURSE ANALYSIS 3**

An investigation of the techniques used in discourse analysis, the branch of linguistics which studies how to analyze naturally occurring connected speech. Discourse analysis is the study of the organization of language above the sentence level including the structure of conversations. It considers language in a social context, in particular the language used in verbal interactions.

*Prerequisite: LNGN 500.*

**LNGN 516 COMPUTATIONAL LINGUISTICS 3**

A survey of the field of existing computer systems for analyzing natural language. The following areas are covered: parsing, semantic analysis and discourse analysis. Students will be required to analyze human language using a specific programming language such as PROLOG, LISP or Pascal.

*Prerequisite: LNGN 500 or equivalent.*

**LNGN 525 METHODOLOGY OF TEACHING ESL 3**

The study of current issues in the teaching of English as a Second Language. Issues may include innovative teaching methodologies, the application of language learning theories to classroom teaching and the adaptation and development of instructional materials.

*Prerequisite: LNGN 500*

**LNGN 527 COMPUTER-ASSISTED LANGUAGE INSTRUCTION 3**

An investigation of computer software for ESL and foreign language classrooms. Students are expected to learn to choose effective software programs and use them in teaching grammar, reading comprehension, listening skills, and writing skills.

*Prerequisite: LNGN 500 or equivalent.*

**LNGN 528 TESL PRACTICUM 3**

To provide students who are seeking certification in Teaching English as a Second Language (TESL) as a second teaching field, with an opportunity to teach ESL in a formal classroom setting. Arrangements will be made on an individual basis for each student.

*Prerequisites: Completion of all required courses for TESL certification. LNGN 525 may be taken as a corequisite.*

**LNGN 529 LANGUAGE TESTING AND ASSESSMENT 3**

Basic concepts of testing: reliability, validity, correlation, etc. Statistical concepts: correlation coefficient, standard deviation, etc. Testing individual language skills: listening, reading, writing and oral proficiency. Testing communicative competence. Measuring language dominance in bilingualism.

*Prerequisites: LNGN 500, 505, 525*

**LNGN 530 LANGUAGE AND CULTURE IN MINORITY EDUCATION 3**

An investigation of the intimate connection between language, culture, and ethnic pride and identity. Study of the communication problems faced by bilingual children due to differences in verbal and nonverbal patterns of communication; survey of various instructional methods and models employed in teaching children from different linguistic and cultural backgrounds; study of the correlation between language and various socio-cultural factors.

*Prerequisite: LNGN 500 or equivalent.*

**LNGN 532 LANGUAGE, ETHNICITY AND NATIONALISM 3**

The study of the problems facing multilingual societies. The course explores the function of standard languages and the competition which often exists among different populations and languages. Topics include the role of language in ethnic loyalty, the dynamics of language loss and maintenance and the linguistic, economic, sociological, political and educational aspects of language planning.

*Prerequisite: LNGN 500 or equivalent.*

**LNGN 534 LANGUAGES IN CONTACT 3**

A study of the effects of bilingualism and multilingualism on society and on the languages involved. By examining a variety of examples, students become familiar with the possible outcomes of language contact and with the factors that play a role in language-policy decisions in multilingual societies. Pidgins and Creoles are also studied.

*Prerequisite: LNGN 500 or equivalent.*

**LNGN 536 LANGUAGES OF THE USA 3**

A survey of the indigenous, colonial, and immigrant languages of the U.S., and how they are used in education and general communication. Also studied are factors affecting the maintenance or loss of languages and the shift from native languages to English with discussion of the mutual effects of language contact.

*Prerequisite: LNGN 500.*

**LNGN 538 CROSS-CULTURAL PERSPECTIVES ON LANGUAGE SOCIALIZATION 3**

A cross-cultural analysis of how children are socialized to use language and how children are socialized through the use of language. Investigates how children learn about their culture through learning their language. Connects the phenomenon of language acquisition to the belief-system and family structure within a society.

*Prerequisite: LNGN 500.*

**LNGN 540 LINGUISTICS AND READING 3**

A study of the insights into the reading process provided by the linguist's description of what the speaker knows about language; an analysis of what the process of language acquisition tells us about the process by which children learn to read; an investigation of the connection between dialect differences and reading difficulties and an exploration of the contribution that linguistics makes for teaching second language learners to read English.

*Prerequisite: LNGN 500.*

**LNGN 542 LITERACY 3**

An exploration of the nature of written language and its role in cognition and in social and intellectual life. The linguistic, psychological, and functional differences between speaking, writing, and reading are studied. Literate and non-literate societies are examined.

*Prerequisite: LNGN 500 or equivalent.*

**LNGN 550 FORENSIC LINGUISTICS 3**

The study of the role of the linguist in the field of law. The course analyzes the difference between "truth" as defined by science and by the law. It describes how linguists can serve as "expert witnesses" in civil cases and in a wide range of criminal investigations. It also explores how dialect study, discourse analysis, lexical analysis, phonetics, pragmatics, etc. can provide linguistic evidence crucial to litigation.

*Prerequisite: LNGN 500.*

**LNGN 555 THE STRUCTURE OF AMERICAN SIGN LANGUAGE 3**

The study of American sign language, or ASL, the manual language of many deaf Americans. This course approaches ASL from a linguistic perspective, examining its semantics, grammar, and "phonology", and comparing ASL with English and other spoken languages. ASL is also compared with other manual languages use in America, including signed English and "total communication". The educational implications of ASL and other manual languages are discussed.

*Prerequisite: LNGN 500.*

**LNGN 600 SELECTED TOPICS IN APPLIED LINGUISTICS 3**

An intensive study in a particular area of applied linguistics to address topics not covered in other courses. Topics reflect current issues in applied linguistics.

*Prerequisite: LNGN 500.*

**LNGN 602 INDEPENDENT STUDY****1-3**

This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings.

*Prerequisites: LNGN 500 and permission of instructor.*

**LNGN 603 INDEPENDENT STUDY****1-3**

This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings.

*Prerequisites: LNGN 500 and permission of instructor.*

**LNGN 605 RESEARCH DESIGN IN APPLIED LINGUISTICS****3**

A course to train students in research design, methodology and data collection procedures. Students learn skills which prepare them for administrative and research positions in fields such as language planning, ESL curriculum evaluation and language learning measurement.

*Prerequisite: All core courses except LNGN 610 Seminar in Applied Linguistics.*

**LNGN 610 SEMINAR FOR THESIS STUDENTS IN  
APPLIED LINGUISTICS****3**

A seminar for the M.A. student who is completing a thesis. This seminar is designed to facilitate the writing of the thesis by providing students with an opportunity to discuss their work with a faculty facilitator and other M.A. students. This course will be taken after the other core courses have been completed and a thesis topic has been approved.

*Prerequisite: All core courses.*



# MATHEMATICS AND COMPUTER SCIENCE

*Chairperson: Dr. Kenneth C. Wolff*

*Graduate Coordinator: Dr. Helen M. Roberts*

The Department of Mathematics and Computer Science offers eight masters degrees in Mathematics, Statistics, and Computer Science. Specifically we offer an MS in Mathematics with four different concentrations, an MS in Statistics, an MS in Computer Science as well as an MS in Computer Science with two different concentrations.

## MASTER OF SCIENCE DEGREE IN MATHEMATICS

The Master of Science degree in Mathematics can be taken with concentrations in computer science, mathematics education, pure and applied mathematics, or statistics. Concentrations consist primarily of taking four to six courses in the area of the concentration. The master's degree in mathematics with a computer science concentration differs from the MS degrees in computer science, which are described below. The MS degrees in Mathematics with concentrations in computer science, pure and applied mathematics, and statistics provide students with the advanced material needed for positions of leadership in business, industry and government as well as for teaching at the high school and community college level. The concentration in mathematics education will upgrade the skills of teachers and offers a special combination of courses in mathematics, mathematics education and the use of technology in mathematics education. All the concentrations prepare students to pursue doctoral degrees.

At present, 18 of the full-time faculty members are teaching graduate courses in pure and applied mathematics, mathematics education or statistics. Our curriculum in mathematics, especially applied mathematics, statistics and mathematics education, has integrated modern methods of computing. The special interests of the faculty include algebra, analysis, applied statistics, chaos theory, combinatorics, graph theory, logic, mathematical modeling, mathematics/computer science education, methods and techniques of teaching mathematics, modeling in the biological, chemical and physical sciences, operations research, problem solving, representation theory, statistical computing and graphics and use of technology in education. Our faculty in mathematics education are known throughout the United States.

## ADMISSION REQUIREMENTS

The candidate for the Master of Science degree in Mathematics must present an undergraduate major of at least 30 semester hours in mathematics from an accredited institution. Courses in a related area that have a substantial mathematics content may be submitted toward this requirement. Candidates whose undergraduate preparation is deficient in either depth or breadth will be required to complete certain prerequisites which will not carry graduate credit. All students must meet the admission requirements for graduate study at Montclair State University.

A candidate for the Master of Science degree in Mathematics must consult the graduate coordinator of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate coordinator. Up to 6 semester hours can be taken at the 400 level. In order to be awarded a Master of Science degree in Mathematics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must pass a comprehensive examination. The content of the examination is based on the degree option chosen. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

# REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN MATHEMATICS

## MS Mathematics Computer Science Concentration

	Semester Hours
I. Computer Science Courses .....	12
Three courses selected from core:	
CMPT: 580, 581, 583, 586	
One additional course selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Mathematics Electives .....	15
Courses selected from:	
MATH: 520 to 569, 580 to 599, 620 to 669, 680 to 699	
MATH: 420 to 469	
At least 12 semester hours must be at the 500 level. MATH: 425, 426, either 431 or 436 and either 440 or 443 must be taken if equivalent courses have not been taken previously.	
III. Free Electives .....	6
IV. A comprehensive examination in Computer Science and a subspecialty selected from Algebra, Analysis or Statistics. The subspecialty dictates the choice of some of the Mathematics Electives.	

## MS Mathematics Mathematics Education Concentration

	Semester Hours
I. Mathematics Education .....	12
Four courses selected from:	
MATH: 510 to 517*, 570 to 579	
with at least one course selected from each of the following three groups:	

Group A MATH: 570, 571, 572, 573

Group B MATH: 515, 574, 575, 579

Group C MATH: 512, 513, 514\*, 516\*, 517\*

II. Mathematics and/or Computer Science Electives ..... 15

Five courses selected from:

Algebra: MATH: 431, 531, 532, 535, 536

Analysis: MATH: 425, 426, 521, 522, 525, 526

Applied Mathematics Continuous:

MATH: 420, 560\*, 564, 566, 568

Applied Mathematics Discrete: MATH: 569, 580, 581, 584

Computer Science: CMPT: 570 to 599, 670 to 699,

MATH: 514\*, 516\*, 517\*, 560\*

Geometry: MATH: 428, 450, 551, 554, 555

Statistics: MATH: 440, 441, 443, 540 to 549, 640 to 649

Courses must be taken in at least 3 of these 7 areas. At least 9 semester hours must be at the 500 level. MATH: 425 and 431 must be elected if equivalent courses have not been taken previously.

III. Free Electives ..... 6

IV. A comprehensive examination in Mathematics Education (based on courses in Groups A and B above) and a subspecialty selected from Algebra, Analysis, Computer Science or Statistics. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.

\*MATH: 514, 516, 517 and 560 even though listed in two areas may only count for credit in one of the two areas.

### MS Mathematics

#### Pure and Applied Mathematics Concentration

#### Semester Hours

I. Pure Mathematics ..... 12

Algebra: MATH: 531-532 or MATH: 535-536

Analysis: MATH: 521-522 or MATH: 525-526

II. Applied Mathematics ..... 6

Two courses selected from:

MATH: 560, 564, 580, 581, 584

III. Mathematics and/or Computer Science Electives ..... 15

In addition to any of the remaining courses listed above, any of the mathematics courses numbered 520 to 569, 580 to 599, 620 to 669, 680-699, including but not limited to: MATH: 540, 541, 548, 566, 568, 569, may be selected. Alternative electives (e.g. MATH: 420 to 469, CMPT: 570 to 599, 670-699) are encouraged with prior written approval of the graduate coordinator.

MATH: 425-426 must be elected if equivalent courses have not been taken previously.

IV. A comprehensive examination in Algebra, Analysis and Applied Mathematics.

**MS Mathematics  
Statistics Concentration**

	<b>Semester Hours</b>
I. Statistics Courses .....	12
MATH: 541, 542, 544, 548	
II. Mathematics and/or Computer Science Electives .....	15
Courses selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599, 620 to 669, 680 to 699	
At least 12 semester hours must be at the 500 level. MATH 425, 426 and either MATH 440 or 443 must be taken if equivalent courses have not been taken previously.	
III. Free Electives .....	6
IV. A comprehensive examination in Statistics and a subspecialty selected from Algebra, Analysis or Computer Science. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.	

## MASTER OF SCIENCE DEGREE IN STATISTICS

The Department of Mathematics and Computer Science offers a Master of Science degree in Statistics, Master of Science degree in Mathematics with a concentration in Statistics and a Master of Science degree in Computer Science with a concentration in Applied Statistics. The degrees in Mathematics and Computer Science are discussed under Mathematics and Computer Science degrees respectively.

The graduate program in Statistics has been developed for students interested in becoming practitioners of statistics, who are trained in statistical methodology. The programs emphasize the foundations and concepts of statistics as well as the new and developing areas of statistics. Though the applications of statistical science are emphasized, the theoretical foundations are presented as well. Specifically, students are prepared for professional work in the design and analysis of experiments, the development and analysis of statistical models, data analytic techniques and the associated computational methods, and statistical computing. The curriculum is designed to allow students to develop the skills needed to achieve positions in the many pharmaceutical, chemical, health services, public service and consumer product corporations and other industries that require significant research and development efforts. Through the accessibility of computers and the availability of software to analyze huge data sets, the use of statistical methods has now become quite widespread in many industries.

The MS in Statistics is of interest to undergraduate mathematics majors looking for challenging career paths that apply their problem solving skills to important social, health, medical and business issues; undergraduate statistics majors who feel the need to expand their knowledge; people currently working as statistical assistants; people trained in biology, chemistry, physics or medicine who are involved in the analysis of experiments; and computer scientists who are involved in data analysis.



Our statistics faculty have degrees from leading institutions. They are active at the national and local level of professional societies and consult for Fortune 500 companies. Several other department members with training in statistics and probability are active in the statistics program. In addition, we occasionally bring in statistical scientists from local telecommunications or pharmaceutical firms to present courses on special topics in new and developing areas of statistics.

Our proximity to the pharmaceutical industry permits students the exciting option of an applied industrial experience, working under the supervision of a practicing statistician and a departmental faculty advisor.

Students and faculty in the Department have access to state-of-the-art interactive computing environments for data analysis and data graphics. The SAS Application System and S-Plus are available on a network of Sun Microsystem workstations and servers (4/360, 4/330, SPARCStation 2, IPCs and SLCs). Minitab and the IMSL math/stat libraries run on a Digital Equipment Corporation VAX 6310. A wide variety of PC software (such as JMP, MacSpin, Data Desk, Solo, Statistix) is available in our Apple Macintoshes and IBM PS/2's laboratories. Other software is described in the Computer Science section. The network of Sun workstations and servers and DEC minicomputer is connected to other minicomputers via a campus-wide ethernet which allows access to our statistical software from throughout the campus and from off-campus dial-in. A high speed connection between our campus network and the JvNCnet Regional Research Network provides students and faculty in statistical science access to the world-wide Internet, the NSFnet, and the scholars, researchers, statistical scientists, libraries and databases connected to it.

## ADMISSIONS REQUIREMENTS

1. Applicants must possess a bachelors degree from an accredited institution with either:
  - a. A major in mathematics, computer science or statistics.
  - b. A major in science or engineering
  - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
2. Applicants must have taken at least 18 undergraduate mathematics credits which should include:
  - a. Three semester sequence of calculus
  - b. Linear algebra
  - c. Probability.

Deficiencies in mathematics can be met by taking certain prerequisites which will not carry credit towards the degree.

3. Applicants must be proficient in a computer programming language such as Pascal, PL/I, FORTRAN or C.
4. All students must meet the admission requirements for graduate study at Montclair State University.

A candidate for the Master of Science degree in Statistics must consult the graduate coordinator of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate coordinator. Up to 6 semester hours can be taken at the 400 level. In order to be awarded a Master of Science degree in Statistics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must pass a three hour written comprehensive examination in statistics. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

REQUIREMENTS FOR THE  
MASTER OF SCIENCE IN STATISTICS

	Semester Hours
I. Required Core Courses .....	15-18 s.h.
MATH: 541 or equivalent*	
MATH: 542, 543, 544, 547, 548	
* this course must be taken if an equivalent course has not been taken previously	
II. Statistical Science Electives .....	12 s.h.
One of the following courses:	
MATH: 640, 646 or 648	
Three or more courses selected from:	
MATH: 545, 546, 549, 640 - 649	
III. Computer Science, Mathematics or Statistics Electives .....	3-6 s.h.
Courses selected from:	
CMPT: 578, 583, 586, 589, 590, 592, 593, 594, 683	
MATH: 540-549, 560, 568, 569, 580, 584, 640-649	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most 6 semester hours can be taken at the 400 level. At most six semester hours of an applied industrial experience can be taken with approval of the graduate coordinator.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Statistics.	

## MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers a Master of Science degree in Computer Science, Master of Science degree in Computer Science with a concentration in Applied Statistics or Applied Mathematics, and a Master of Science degree in Mathematics with a concentration in Computer Science.

The graduate program in computer science is designed for students interested in pursuing computer science theoretically as well as practically at an advanced level. The option of taking concentrations within the MS in Computer Science allows for the study of complementary areas that are computer intensive. (Concentrations within the MS in Computer Science are discussed below.) The program is designed to emphasize the foundations and concepts of computer science as well as to introduce students to the newly developing areas of computer science. The program develops concepts rather than routine programming skills. Students are prepared for professional work in the design and implementation of software systems, data base systems, operating systems, artificial intelligence, expert systems, graphics, simulation and algorithms for discrete and continuous structures that will aid in the solution of problems encountered in the scientific and business sector. The curriculum is designed to allow students to develop skills needed to achieve leadership positions in business, industry, and government in computer science or in related fields where computer science has become an important tool. The program is also designed to prepare teachers of computer science at the middle school, high school and two year college levels.

In addition to offering the MS in Computer Science, the Department of Mathematics and Computer Science also offers an MS in Computer Science with concentrations. Concentrations in Computer Science consist of taking 3 courses in a specialized area complementary to computer science, or a computer intensive area. Concentrations in Applied Statistics and Applied Mathematics are available options.

The graduate program in computer science began in 1978. At present, 10 full-time faculty members are teaching computer science courses. The special interests of the faculty include algorithms, artificial intelligence, automata theory, chaos theory, complexity theory, data bases, expert systems, graphics, machine organization, architecture and hardware, theory, design and management of information systems, neural networks, operating systems, parallel processing, program verification and telecommunications. The department has the advantage of having professional computer scientists as both faculty and visiting specialists. The visiting specialists are drawn from the aerospace, chemical, computer and pharmaceutical industries. This mix of faculty affords the students the opportunity to obtain an education in both the practical and theoretical aspects of computer science.

Computer facilities comprise access to a VAX cluster, several standalone VAX microcomputers, and SUN Local Area Network. MSCnet, an Ethernet Local Area Network, extends to most of the campus buildings and links us to the NSFnet and the Internet via a 56Kbps line to the JvNC Regional Research Network, allowing communication to colleges and universities, research centers, libraries, and databases around the world. Computing power on campus is provided by a VAX 6310, a VAX 8200, a VAX 3500 and a microVAX with four LSI/11 micros connected to it. These VAX's may be



accessed from the VAX laboratory that contains a variety of DEC terminals or via the MSCnet from numerous remote sites. Outside dialups to MSCnet are available. Software packages available through the VAX system include ADA, IMSL MATH/PROTRAN, LISP, MAPLE, Matrix, Minitab, PROLOG, and SAS. A network of SUN Microsystems' file servers, compute servers and individual workstations is operating under UNIX. Software packages available on the SUN network include C, C++, Derive, Fortran, gcc, Latex, Linda, MAPLE, Mod Sim, Pascal, RISCAda, SAS, S-Plus, Tex, The Publisher and Verilog. The SUN network is also connected to MSCnet. Laboratories of Macintosh SE's, Macintosh IIfx's, NCR/ATT, and IBM PS/2's are available for student use. The SUN, Mac, PS/2 and DEC terminals within the School of Mathematical and Natural Sciences are collectively known as SCInet, the Scientific Computing Initiative Network.

The MS in Computer Science, as well as the MS in Computer Science with a concentration in Applied Statistics or Applied Mathematics are all 33 credit programs. The computer science faculty has developed a sequence of courses that constitute a prerequisite program for students not having the appropriate background in computer science and/or mathematics (this program is discussed below). Upon satisfactory completion of the prerequisite program these students are admitted to the master of science program.

## ADMISSION REQUIREMENTS

1. Applicants must possess a bachelors degree from an accredited institution with either:
  - a. A major in computer science or mathematics
  - b. A major in science or engineering
  - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
2. Applicants must have taken at least 15 undergraduate mathematics credits including calculus, linear algebra, probability and discrete mathematics. Deficiencies in mathematics can be rectified by taking MATH: 501, 502, 503, which are accelerated Mathematics courses. When required, these will be "prerequisite courses" on the graduate work program. The sequence of prerequisites requires one year to complete, i.e., Fall, Spring and Summer semester.
3. Applicants must:
  - a. Have knowledge of data structures and computer architecture
  - b. Be proficient in the following computer programming languages:
    - i) C or FORTRAN or Pascal or PL/I
    - ii) Assembly Language

A two-semester course sequence in a language or one year's programming experience in industry will suffice for each of these requirements. Deficiencies in computer science can be rectified by taking CMPT: 505, 506, 507. These are accelerated computer science courses designed for the student to master the necessary concepts for the graduate program rather than just routine programming skills. When required these will be listed as "prerequisite courses" on the graduate work program. The sequence requires one year to complete, i.e., Fall, Spring, and Summer semester.



Applicants satisfying admission requirements but needing to make up work in the fundamentals of Mathematics and/or Computer Science (MATH: 501, 502, 503 and CMPT: 505, 506, 507) are granted deferred matriculation. Upon completion of the necessary courses with a minimum grade point average of 3.0, students will be granted full matriculation.

All students must meet the admissions requirements for graduate study at Montclair State University.

A candidate for the Master of Science degree in Computer Science must consult the graduate coordinator of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate coordinator. In order to be awarded a Master of Science degree in Computer Science, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must have a passing grade on a comprehensive examination based on the core courses. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

**Note:** Courses MATH: 501, 502, 503 and CMPT: 505, 506, 507 are not to be counted among the 33 semester hours required for completion of the program.

## REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

### MS Computer Science

	Semester Hours
I. Computer Science .....	21
Required core courses: CMPT: 580, 581, 583, 586	
Three additional courses selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Mathematics and/or Computer Science Electives .....	12
Courses selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599	
MATH: 620 to 669, 680 to 699	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
III. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and based on the core courses.	

**MS Computer Science  
Applied Statistics Concentration**

	<b>Semester Hours</b>
I. Computer Science .....	21
Required core courses: CMPT: 580, 581, 583, 586	
Three additional courses selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Applied Statistics .....	9
Required courses: MATH: 541, 544, 548	
III. Mathematics and/or Computer Science Elective .....	3
Course selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599	
MATH: 620 to 669, 680 to 699	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

**MS Computer Science  
Applied Mathematics Concentration**

I. Computer Science .....	21
Required core courses: CMPT: 580, 581, 583, 586	
Three additional courses selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Applied Mathematics .....	9
Three courses selected from:	
MATH: 560, 564, 566, 580, 581, 584	
III. Mathematics and/or Computer Science Elective .....	3
Course selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599	
MATH: 620 to 669, 680 to 699	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and based on the core courses.	

# COMPUTER SCIENCE

## Course Descriptions

	Semester Hours
<b>CMPT 505 FUNDAMENTALS OF COMPUTER SCIENCE I</b>	<b>4</b>
An introduction to programming using a structured high level language, design of algorithms, character strings, recursion, data structures, numerical computing. May not be used for credit by Mathematics or Computer Science majors.	
<i>Prerequisite: Graduate coordinator's permission.</i>	
<b>CMPT 506 FUNDAMENTALS OF COMPUTER SCIENCE II</b>	<b>4</b>
A continuation of CMPT 505. Introduction to assembly language, addressing techniques, subroutine linkage, input/output and macros. Introduction to computer organization including memory, logic design and computer architecture. May not be used for credit by Mathematics and Computer Science majors.	
<i>Prerequisites: MATH 501 and CMPT 505 and graduate coordinator's permission.</i>	
<b>CMPT 507 FUNDAMENTALS OF COMPUTER SCIENCE III</b>	<b>3</b>
A continuation of CMPT 505 and 506. Design and analysis of data structures, pointers, linked representations. May not be used for credit by Mathematics and Computer Science majors.	
<i>Prerequisites: MATH 502, CMPT 506 and graduate coordinator's permission.</i>	
<b>CMPT 508 TOPICS IN A COMPUTER LANGUAGE</b>	<b>1</b>
An introduction to a selected computer language, with a view to becoming proficient in programming that language. Each time the course is offered, only one programming language will be taught, but the language could vary from one semester to another. This course could be taken more than once by the same student, provided that the language taught each time is different. May not be used for credit by Mathematics or Computer Science majors.	
<i>Prerequisite: CMPT 505.</i>	
<b>CMPT 575 INTRODUCTION TO COMPUTER GRAPHICS</b>	<b>3</b>
An introduction to computer graphics, including the algorithms to generate two-dimensional and three-dimensional graphical pictures. An overview of ray tracing, shading and color theory. Interactive graphics. Graphics devices.	
<i>Prerequisites: CMPT 580. A high-level programming language (Pascal, C, FORTRAN).</i>	
<b>CMPT 578 INTRODUCTION TO ARTIFICIAL INTELLIGENCE</b>	<b>3</b>
An introduction to artificial intelligence including representations of knowledge, problem solving, games, heuristics and backtracking, expert systems, theorem proving, the language LISP and PROLOG.	
<i>Prerequisite: CMPT 583.</i>	
<b>CMPT 580 MACHINE ORGANIZATION AND ARCHITECTURE</b>	<b>3</b>
Basic computer organization and design, digital functions, data representation, microprogramming, CPU organization, the Assembler language and addressing techniques. Required of majors.	
<i>Prerequisites: CMPT 507, MATH 503 and graduate coordinator's permission.</i>	

- CMPT 581 SYSTEMS SOFTWARE DESIGN 3**  
 Assemblers, macroprocessors, linkers and loaders, introduction to compilers and run facilities. Required of majors.  
*Prerequisite: CMPT 580.*
- CMPT 582 THEORY OF AUTOMATA AND FORMAL LANGUAGES 3**  
 Languages and grammars, finite automata and regular grammars, context free grammars, push-down automata, Turing machines, computability, deterministic languages, linear bounded automata and stack automata.  
*Prerequisite: CMPT 507, MATH 503.*
- CMPT 583 COMPUTER ALGORITHMS 3**  
 Algorithms: definition, design and analysis; sorting and searching techniques and introductory dynamic programming studied as algorithms with complexity theory and optimization techniques applied. Required of majors.  
*Prerequisites: CMPT 507, MATH 503.*
- CMPT 584 OPERATING SYSTEM DESIGN 3**  
 Design and implementation of operating systems, multiprogramming, multiprocessor, device management, scheduling, virtual memory, case studies.  
*Prerequisite: CMPT 581.*
- CMPT 585 TOPICS IN COMPUTER SCIENCE 3**  
 Recent developments in the field. Topics such as Monte Carlo methods, graphics, expert systems, security, networks and special areas of applications.  
*Prerequisite: CMPT 580, instructor's permission.*
- CMPT 586 FILE STRUCTURES AND DATABASES 3**  
 Secondary storage devices. Data transfer. Primary and secondary access methods. Sequential and random access methods. File design. File organizations and corresponding processing. File maintenance. Sorting large files. Database concepts. Required of majors.  
*Prerequisite: CMPT 507, MATH 503.*
- CMPT 587 MICROCOMPUTERS AND INTERFACES 3**  
 Introduction to geneology, manufacture and hardware design of microprocessors, micro-computer architecture, instruction sets and programming, microcomputer peripherals and interfaces.  
*Prerequisite: CMPT 580.*
- CMPT 588 FUNDAMENTALS OF PROGRAMMING LANGUAGES 3**  
 A comparative approach to modern programming languages with emphasis on non-imperative languages, and an introduction to parallel languages.  
*Prerequisite: CMPT 507.*



**CMPT 589 COMPUTER SIMULATION OF** **3**

**DISCRETE SYSTEMS**

Introduction to simulation and discrete simulation models. Queuing theory and stochastic processes. Simulation methodology including generation of random numbers and variates, design of simulation experiments, analysis of data generated by simulation experiments and validation of models. Survey of current simulation languages and selected applications.

*Prerequisite: CMPT 580.*

**CMPT 591 COMPILER THEORY AND CONSTRUCTION** **3**

Introduction to the formal description of programming languages, the theory of parsing, and the concepts and techniques used in the construction of compilers.

*Prerequisite: CMPT 581.*

**CMPT 592 DATA BASE DESIGN AND IMPLEMENTATION** **3**

To develop in-depth understanding of data base concepts and issues. The major emphasis of the course is on the conceptual (logical) organization, retrieval and manipulation of data.

*Prerequisite: CMPT 586.*

**CMPT 593 STRUCTURE SYSTEM DESIGN AND ANALYSIS** **3**

A study of the design of large scale computer systems relative to the constraints imposed by hardware, software and particular types of applications. Recent work in automated system design will be discussed.

*Prerequisite: CMPT 586.*

**CMPT 594 SOFTWARE ENGINEERING AND RELIABILITY** **3**

This course will introduce the principles and methods for the design, coding and verification of software systems. Topics include software design techniques, programming methodology, programming testing, proving program correctness, software reliability, and software management.

*Prerequisite: CMPT 586.*

**CMPT 596 PRINCIPLES OF DATA COMMUNICATION** **3**

Physical and logical aspects of data communications: analog-digital, broadband-baseband, TDM-FDM, protocols, modulation techniques, hardware for communication.

*Prerequisites: CMPT 580.*

**CMPT 678 NEUROCOMPUTING** **3**

Basic neural network concepts, definitions, and building blocks; learning laws; simple implementations; associative networks; mapping networks; survey of applications.

*Prerequisite: CMPT 583.*

**CMPT 683 ADVANCED COMPUTER ALGORITHMS** **3**

Dynamic programming, game trees and backtracking techniques, branch and bound, polynomial evaluation and fast Fourier transform algorithms; complexity and analysis, and optimization techniques will be applied. NP-hard problems and NP-completeness.

*Prerequisite: CMPT 583.*

- CMPT 690 INDEPENDENT STUDY IN COMPUTER SCIENCE 3**  
Independent study under the direction of a faculty member, offering the opportunity to pursue topics in computer science which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.  
*Prerequisites: Vary with particular independent study.*
- CMPT 695 SEMINARS IN COMPUTER SCIENCE 1 - 4**  
Guided study of selected topics in major field of interest.  
*Prerequisites: CMPT 581, 583, and 586; instructor's permission.*
- CMPT 696 LOCAL AREA NETWORKS 3**  
Fundamental issues and concepts underlying local area network (LAN) development via microcomputers: topology, transmission media and technology, error control, protocols.  
*Prerequisite: CMPT 596.*

## MATHEMATICS

### Course Descriptions

- |   | <b>Semester<br/>Hours</b> |
|---|---------------------------|
| <b>MATH 501 MATHEMATICS FOR COMPUTER SCIENCE I</b>  | <b>4</b>                  |
| Sets, relations, functions, graphs, trees, propositional calculus, induction and recursion, applications to computer science. May not be used for credit by Mathematics or Computer Science majors.   |                           |
| <i>Prerequisite: MATH 115 and permission of graduate coordinator.</i>   |                           |
| <b>MATH 502 MATHEMATICS FOR COMPUTER SCIENCE II</b>   | <b>4</b>                  |
| A continuation of MATH 501. Introduction to linear algebra, vectors, matrices, eigenvalues, introduction to counting rules, probability theory, random variables, Poisson and binomial distribution, applications to computer science. May not be used for credit by Mathematics and Computer Science majors. |                           |
| <i>Prerequisite: MATH 501 and permission of graduate coordinator.</i>   |                           |
| <b>MATH 503 MATHEMATICS FOR COMPUTER SCIENCE III</b>  | <b>3</b>                  |
| Differential and integral calculus, infinite series, applications to computer science. May not be used for credit by Mathematics and Computer Science majors.   |                           |
| <i>Prerequisite: MATH 115 and permission of graduate coordinator.</i>   |                           |
| <b>MATH 510, 511 WORKSHOP IN MATHEMATICS</b>  | <b>3 each</b>             |
| <b>EDUCATION I, II</b>  |                           |
| Specific contemporary topics and current issues in the junior and senior high school.   |                           |
| <i>Prerequisite: Permission of graduate coordinator.</i>  |                           |

**MATH 512** TECHNOLOGY IN THE MIDDLE SCHOOL MATHEMATICS CURRICULUM **3**

This course is designed to provide experiences in the integration of technology into middle school mathematics classes. The primary emphasis will be on the analysis and evaluation of software addressing the middle grades and the use of calculators, including graphing and fraction calculators, as problem-solving tools, to enhance the teaching/learning process. The course will also include experiences with using spreadsheets, developing simple programming skills, and reading current literature describing exemplary models and practices in the use of technology in the mathematics classroom. May not be taken for credit by Computer Science majors.

*Prerequisite: Permission of graduate coordinator.*

**MATH 513** COMPUTER SCIENCE CONCEPTS FOR HIGH SCHOOL TEACHERS **3**

This course is specifically designed to help high school mathematics teachers prepare to use the microcomputer as a tool in their classrooms. Topics include an introduction to computer literacy, elements of BASIC programming, the evaluation of commercial software, the appropriate use of the software and a survey of relevant professional literature. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

*Prerequisite: Permission of graduate coordinator.*

**MATH 521, 522** REAL VARIABLES I, II **3 each**

Real number system, Lebesgue measure and integration, differentiation, Fourier series, LP, metric, normed vector, Banach and Hilbert spaces. The sequences 521, 522 and 525, 526 are usually offered in alternate years.

*Prerequisite: MATH 426 for 521; MATH 521 for 522.*

**MATH 525, 526** COMPLEX VARIABLES I, II **3 each**

Integration and differentiation in the complex domain, Cauchy's Theorem and integral formula, Laurent expansion, residues, elements of conformal mapping, series and product representations. The sequences 525, 526, and 521, 522 are usually offered in alternate years.

*Prerequisite: MATH 426 for 525; MATH 525 for 526.*

**MATH 531, 532** ABSTRACT ALGEBRA I, II **3 each**

Basic algebraic structures including groups, rings, fields, modules and lattices. The sequences 531, 532, and 535, 536 are usually offered in alternate years.

*Prerequisite: MATH 431 for 531; MATH 531 for 532.*

**MATH 535, 536** LINEAR ALGEBRA I, II **3 each**

Vector spaces and linear transformations, including inner products, matrix representations, binary and quadratic forms, eigenvectors, canonical forms, and functions of matrices. The sequences 535, 536, and 531, 532 are usually offered in alternate years.

*Prerequisite: MATH 335 for 535; MATH 535 for 536.*

**MATH 540** PROBABILITY **3**

Sample spaces and events, combinatorial analysis, conditional probability and stochastic independence, random variables and probability distributions, expected value and variance, probability generating functions, continuous random variables.

*Prerequisite: MATH 340.*



**MATH 541 APPLIED STATISTICS****3**

Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, latin square, and 2 factor designs.

*Prerequisite: MATH 440 or 443.*

**MATH 542, 543 STATISTICAL THEORY I, II****3 each**

Discrete and continuous probability distributions, multivariate distributions, sampling theory, transformations, Chi-squared, 'F' and 't' distributions. Point estimation properties of estimators, sufficiency, exponential families, interval estimation, hypothesis testing, power, Neyman-Pearson Lemma, likelihood ratio tests. The impact of the above theory on areas such as regression analysis, analysis of variance and analysis of discrete data.

*Prerequisite: MATH 541 or equivalent. for 542; MATH 542 for 543.*

**MATH 544 STATISTICAL COMPUTING****3**

Computer systems for data analysis and data graphics, and intermediate level statistical methodology are investigated. Several statistical computing packages are utilized and evaluated.

*Prerequisites: MATH 541 or 548, and CMPT 183.*

**MATH 545 PRACTICUM IN STATISTICS I****3**

An applied experience in which students work with practitioners in industry, government or research organizations utilizing statistical techniques in a research setting. Students will work with statisticians on projects involving experimental design and data collection as well as the analysis and interpretation of the data.

*Prerequisite: MATH 541, 544 and either MATH 547 or 548 and permission of Statistics advisor.*

**MATH 546 NON-PARAMETRIC STATISTICS****3**

Selected distribution-free tests and estimation techniques including sign, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney, Chi-square, rank correlation, Kendall's Tau, Kruskal-Wallace, Friedman, McNemar, and others.

*Prerequisite: MATH 440 or equivalent.*

**MATH 547 DESIGN AND ANALYSIS OF EXPERIMENTS****3**

Fundamental principles of design; fixed, random and mixed models; factorial designs; designs with restricted randomization; split plot design; confounding; fractional replication; experimental and sampling errors.

*Prerequisites: MATH 541 or 548.*

**MATH 548 APPLIED REGRESSION ANALYSIS****3**

Fitting equations to data; matrices, linear regression; correlation; analysis of residuals; multiple regression, polynomial regression; partial correlation; stepwise regression; regression and model building; regression applied to analysis of variance problems; introduction to nonlinear regression.

*Prerequisite: MATH 440 or 443.*



**MATH 549 SAMPLING TECHNIQUES 3**

Sampling and survey methodology; basic sampling theory; simple, stratified, random, cluster, systematic and area sampling. Sampling errors and estimation procedures.

*Prerequisite: MATH 440 or 443 or equivalent.*

**MATH 551 TOPOLOGY 3**

Basic point-set topology, topological spaces, homeomorphisms, compactness, connectedness, separation properties, uniformities, metrizability, introductory algebraic topology, homology groups and homotopy.

*Prerequisite: MATH 425.*

**MATH 554 PROJECTIVE GEOMETRY 3**

Projective planes and spaces are studied by synthetic and analytic approaches. Topics covered include the theorems of Desargues and Pappus, harmonic sequences, projectivities, coordinatization, finite planes, and conics.

*Prerequisite: MATH 335.*

**MATH 560 NUMERICAL ANALYSIS 3**

Error analysis, interpolation and approximation theory, numerical solution of linear and nonlinear equations, numerical differentiation and integration, numerical solution of differential equations.

*Prerequisites: CMPT 507, MATH 335, 425.*

**MATH 564 ORDINARY DIFFERENTIAL EQUATIONS 3**

Linear and nonlinear equations, Green's functions, power series solutions, autonomous systems, existence and uniqueness, singularities, Sturm-Liouville systems.

*Prerequisites: MATH 335, 420, 425.*

**MATH 566 PARTIAL DIFFERENTIAL EQUATIONS 3**

First order equations, separation of variables, series solutions, hyperbolic, parabolic and elliptic equations, characteristics, transform methods.

*Prerequisites: MATH 335, 420, 426, or equivalent.*

**MATH 568 APPLIED MATHEMATICS: CONTINUOUS 3**

Formulation, manipulation and evaluation of mathematical models of continuous systems. Topics selected from: conservation principles and the classical equations of mathematical physics, applications of the qualitative and quantitative theory of ordinary and partial differential equations, optimization, calculus of variations, stability theory, stochastic models.

*Prerequisites: MATH 335, 340, 420, 425.*

**MATH 569 APPLIED MATHEMATICS: DISCRETE 3**

Introduction to the basic ideas of discrete mathematics and its applications. Counting principles, permutations, combinations, algorithms, complexity, graphs, trees, searching and sorting, recurrence relations, generating functions, inclusion-exclusion, the pigeon-hole principle, chromatic number, eulerian chains and paths, hamiltonian chains and paths, flows in network, finite Markov chains.

*Prerequisites: MATH 335, 340, 425.*

**MATH 645 TOPICS IN STATISTICS****3**

Recent developments in the field. Topics such as statistical quality assurance, categorical data analysis applied time series analysis, dynamic statistical graphics, data analysis, computationally intensive data-analytic methods, Bayesian methods, and special areas of application may be selected.

*Prerequisites: Vary with a particular topics course.*

**MATH 646 MULTIVARIATE ANALYSIS****3**

Analysis of multiple response variables simultaneously; covariance and the multivariate normal distribution; manova, discriminant functions; principle components and canonical correlations.

*Prerequisites: MATH 541, 548.*

**MATH 647 PRACTICUM IN STATISTICS II****3**

An applied experience in which students work with practitioners in industry, government or research organizations utilizing advanced statistical techniques in a research setting. Students will be expected to exhibit the ability to work independently on projects involving advanced techniques in experimental design, analysis and interpretation of data.

*Prerequisites: MATH 542, 545, at least one 600-level course, and approval of the Statistics advisor.*

**MATH 648 ADVANCED STATISTICAL METHODS****3**

Advanced statistical concepts and methods used by statistical scientists in the analysis of designed experiments and observational studies. Response surface methodology, analysis of covariance, the general linear model, the cell means model and the analysis of variance of unbalanced or messy data.

*Prerequisites: MATH 544, 547, 548 or permission of graduate coordinator.*

**MATH 649 INDEPENDENT STUDY IN STATISTICS****3**

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in statistics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

*Prerequisite: Vary with particular independent study.*

**MATH 690 INDEPENDENT STUDY IN MATHEMATICS****3**

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in mathematics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

*Prerequisite: Vary with particular independent study.*

# MUSIC

*Chairperson: Prof. John Girt*

*Graduate Advisor: Dr. Ting Ho*

Graduate study in Music offers three concentrations leading to the degree of Master of Arts: Performance, Theory/Composition and Music Education. Performance stresses applied music skills; Theory/Composition stresses creativity and the structure of music; Music Education stresses philosophical and practical approaches to the work of the music specialist in the American public school.

Although the study of music theory and of applied music is required of all graduate students regardless of the concentration, each concentration provides for individualized course election in accordance with the background, needs and interests of the student.

Registration in applied music and theory is dependent on the placement examination administered by the Department; a student may not register for work in these areas until the examination has been taken and the student is fully matriculated (see below under Admission Requirements).

## ADMISSION REQUIREMENTS

In addition to the general admission requirements stated in this bulletin (see Admission to Graduate Study), all students must present an undergraduate major in music (or the equivalent) with at least 40 semester hours of work in theory, music history and private study in a performance medium. Courses in music education may be included as part of this background.

All applicants must demonstrate familiarity with musical vocabulary and literature as well as proficiency in the following: performing primary, sight singing, aural and written theory, score analysis, listening analysis, and basic piano skills (keyboard harmony, sight-reading of chorale literature and simple improvisation). Audition literature in the primary medium must represent significant solo material from a variety of eras, one of which must be contemporary. Applicants majoring in orchestral instruments must also present significant passages from orchestral literature.

Applicants to the Theory/Composition concentration must submit a portfolio of compositions and/or analytical studies for consideration by the theory faculty. Applicants to the Performance concentration must present an undergraduate major in the primary medium (including at least six semesters of study plus a graduation recital) or professional experience satisfactory to the Music Department. Applicants to the Music Education curriculum must present a certificate in the teaching of music.

### Applied Music

Special regulations and procedures for the study of applied music are available from the Graduate Advisor. Tuition for the study of applied music is based on a special fee structure; information is available from the Registrar or the Department of Music.

Applied music may be taken for academic credit only after the student has passed the Department Audition and Placement Examination, and is fully matriculated, and may be



taken only with MSU faculty. Every course number for private lessons requires the written permission of the Graduate Advisor, the instructor and the department chairperson. These signatures should be obtained by July 1 (for those desiring study in the fall) or by December 1 (for those studying in the spring); the availability of applied music study to students who have not received approval by these dates cannot be assured. Lessons are normally not given in the summer.

No more than 2 semester hours of credit may be awarded for work in a secondary medium. "Music electives" or "electives" in the student's work program will not normally be used for private study, although they may be so assigned in certain instances.

All students studying Applied Music are expected to take jury examinations in each semester of applied music study in which a full recital is not given. The grade for the last semester of the sequence will not be given until all recital requirements are completed.

Graduate students who are taking applied music may be required to perform in ensembles and are encouraged to do so even when not required. Details about such performance may be obtained from the department chairperson, graduate advisor, and/or ensemble conductor. In most cases, credits earned can count toward the degree.

### Examinations

All candidates for the degree of Master of Arts in Music must pass the Department's Comprehensive Examination, given each year in October and March. Applications for this examination must be made in writing to the Graduate Advisor by October 1 for the October examination and by February 1 for the March examination.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN MUSIC

**Note:** The 32 semester hours noted for each concentration are a minimum. Undergraduate transcripts and audition and placement results may require additional undergraduate work before courses are begun, graduate work in excess of the minimum 32 semester hours, or both. Prerequisite undergraduate coursework may be followed by another audition for entrance to graduate study.

### Concentration in Performance

I.	Required Courses .....	21
A.	Private lessons in a performing medium .....	12
B.	Theory sequence MUCP 511, 512 .....	6
C.	Seminar in Historical Research, MUHS 604 .....	3
II.	Electives in Music History or Music Literature .....	5
III.	Electives in Music .....	3
IV.	Humanities electives (art history, language, literature, history, philosophy; may be at 400 level) .....	3
V.	Two recitals .....	0
A.	Each to include at least 60 minutes of music exclusive of intermissions or pauses.	



B. One must be public; the other may be public or before a faculty jury. Procedures are available from the Graduate Advisor for Music.

VI. Comprehensive examination .....	0
(Voice majors and accompanying majors will be given language tests as well. Details are available from the Graduate Advisor.)	

**Note:** Piano performance majors wishing to emphasize accompanying must make appropriate arrangements with the graduate advisor.

### **Concentration in Theory/Composition**

I. Required Courses .....	23
A. Applied Music, selected with approvals of instructor, Graduate Advisor and Department Chairperson from MUPR 500, 501, 502, or 503 .....	4
B. Theory sequence MUCP 511, 512 .....	6
C. Private study in composition (may be either creative or analytical work) MUCP 518, 519 .....	6
D. Seminar in Historical Research MUHS 604 .....	3
E. Theory and composition .....	4
II. Humanities electives (art history, language, literature, history, philosophy; may be at 400 level) .....	3
III. Music electives .....	5
IV. Composition and public performance of one of the larger forms for orchestra, vocal ensemble or chamber ensemble .....	0
V. Comprehensive examination .....	0

### **Concentration in Music Education, Thesis Track**

The thesis track is recommended for students interested in music education research or those who plan to pursue doctoral level work in music education. This track provides course-work in music and in music teaching with special emphasis on research skills/application.

I. Music Core Courses .....	12-13
A. Required Courses	
MUCP 511 Theoretical and Aural Skills in Music I .....	3
MUHS 549 Modern Music .....	3
B. Elective Courses .....	6-7
Any applied (MUPR), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.	
II. Music Education Courses .....	12-13
A. Required Course	
MUED 603 Seminar in Music Education .....	3
B. Elective (MUED) .....	9-10
No more than 3 semester hours of workshop credit.	
III. Related Course .....	3
ELRS 503 Methods of Research .....	3
IV. Thesis .....	4
Minimum semester hours .....	32

## Concentration in Music Education, Non-Thesis Track

The non-thesis track is recommended for students who wish to advance their teaching skills and pedagogical understanding. This track places special emphasis on music teaching practice through course-work based on current trends in the field.

I.	Music Core Courses .....	12
	A. Required Courses	
	MUCP 511 Theoretical and Aural Skills in Music I .....	3
	MUHS 549 Modern Music .....	3
	B. Elective Courses .....	6
	Any applied (MUPR), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.	
II.	Music Education Courses .....	15
	A. Required Course	
	MUED 603 Seminar in Music Education .....	3
	Core Courses .....	6
	Choose among:	
	MUED 518 Microcomputers in Education .....	3
	MUED 570 Critical and Creative Thinking in Music .....	3
	MUED 560 Teaching Music from the World's Cultures .....	3
	B. Elective (MUED) .....	6
	No more than 3 semester hours of workshop credit.	
III.	Related Courses .....	3
	Any course:	
	COUN 559 Dynamics of Group Process .....	1-3
	ELAD 510 Educational Administration I .....	3
	ELAD 540 Supervision I .....	3
	CURR 522 Innovations in Teaching .....	3
	CURR 523 Education in the Inner City .....	3
	CURR 530 Principles of Curriculum Development .....	3
	CURR 546 Education for the Gifted and Talented .....	3
	EDFD 520 Development of Educational Thought .....	3
	EDFD 540 Social Forces and Education .....	3
	EDFD 545 Political Forces and Education .....	3
	EDFD 548 Crucial Issues in American Education .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 564 Psychology and Education of Physically and Mentally Handicapped Children .....	3
	PSYC 565 Psychology and Education of Socially and Emotionally Handicapped Children .....	3
	SOCI 565 Sociology of Youth .....	3
	SOCI 574 Sociology of Ethnic Relations .....	3
	SOCI 576 The Family as an Institution .....	3
	SOCI 577 Sociology of Poverty in the United States .....	3

IV. Field Project .....	3
Comprehensive examination may be taken in lieu of the field project. When choosing this option, the student will need to complete an additional 3 semester hours of course work in any of the above areas.	
Minimum semester hours .....	33

### Certification

While some of the graduate courses listed in this catalog may be applied to certification as a teacher in the New Jersey public schools or as a Registered Music Therapist, the bulk of courses required by these certifications are available only at the undergraduate level. Certification is quite separate from a Master of Arts degree. Those interested should contact the Department of Music for an interview with the appropriate advisor prior to beginning the admission process.

## MUSIC

### Course Descriptions

	Semester Hours
<b>MUCP 511 THEORETICAL AND AURAL SKILLS IN MUSIC I</b>	<b>3</b>
Principles and practice of music construction, aural skills in manipulating pitch and rhythm, and related structural analysis. The total spectrum of music as a base, with specific techniques of pitch and rhythm approached from harmonic and contrapuntal standpoints. Primitive and simple folk idioms, modal counterpoint in two and three parts, diatonic tonal harmony in vocal and instrumental idioms, tonal counterpoint in two parts and free composition.	
<i>Prerequisite: Matriculation as music major or instructor's permission.</i>	
<b>MUCP 512 THEORETICAL AND AURAL SKILLS IN MUSIC II</b>	<b>3</b>
Continuation of MUCP 511. Complex non-Western systems, modal and tonal imitative counterpoint in three and four parts, chromatic tonal harmony and expanded resources and techniques of the twentieth century.	
<i>Prerequisite: MUCP 511 or instructor's permission.</i>	
<b>MUCP 515 ADVANCED COUNTERPOINT</b>	<b>3</b>
Analysis and composition of polyphonic forms, techniques in inventions, canons and motets based on the several compositional styles of Western music.	
<i>Prerequisite: MUCP 512.</i>	
<b>MUCP 518, 519 PRIVATE STUDY IN COMPOSITION I, II</b>	<b>3 each</b>
Advanced work in musical composition in forms and genres determined jointly by teacher and student. Fifteen private lessons per semester.	
<i>Prerequisites: Departmental permission. Music fee.</i>	
<b>MUCP 520, 521 PRIVATE STUDY IN COMPOSITION III, IV</b>	<b>3 each</b>
Advanced work in various genres and forms of instrumental and/or vocal music.	
<i>Prerequisites: Departmental permission. Music fee.</i>	

- MUCP 525 KEYBOARD HARMONY FOR PIANO MAJORS I** 1  
Skills pianists will need as professional performers, therapists, and educators. Harmonization, transposition, improvisation, realization of figured bass, reduction of open scores, and sightreading.
- MUCP 526 KEYBOARD HARMONY FOR PIANO MAJORS II** 1  
Continuation of MUCP 525.  
*Prerequisite: MUCP 525.*
- MUCP 599 INDEPENDENT STUDY IN THEORY/COMPOSITION** 1 - 4  
Individual work performed in connection with a regularly scheduled course but in greater depth than normally required by that course.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUCP 600 INDEPENDENT STUDY IN THEORY/COMPOSITION** 1 - 4  
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for one in which the work will be completed.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUED 500 WORKSHOP IN MUSIC EDUCATION** 1 - 3  
Changing conditions in the schools and new methods and materials for in-service and pre-service teachers. Lectures, demonstrations. Literature and materials selected according to workshop focus.  
*Prerequisite: Permission of Graduate Advisor or Coordinator of Music Education.*
- MUED 510 SELECTED TOPICS IN MUSIC EDUCATION** 1-3  
This course provides a forum for in-depth examination of a selected topic in classroom music teaching.
- MUED 518 MICROCOMPUTERS IN MUSIC EDUCATION** 3  
A profile of a microcomputer music system, a history of microcomputer applications to music, a review of pre-college, collegiate, and professional music software, the basics of music programming, a review of MIDI applications and MIDI keyboards, the use of interactive video discs in music, and the future of computer applications to music.
- MUED 520 GENERAL MUSIC IN SECONDARY SCHOOL** 3  
Examination and practicum of methods, materials and philosophies of non-performance courses in the junior and senior high school.
- MUED 521 CREATIVE MOVEMENT AND DANCE EXPERIENCES FOR CHILDREN** 3  
Investigating the principles of movement in relationship to the principles of music as a format for designing dance and movement experiences which enhance the music learning process. A focus on strategies appropriate for the elementary music classroom. Active participation. Field component. Midterm/final project.



**MUED 550 MUSIC EDUCATION TECHNIQUES FOR CHILDREN WITH DISABILITIES 3**

Special education techniques as applied to music education; teaching music through movement and simple rhythm instruments. Covers all areas of a broad-based education program as it applies to K-12 populations with mild to moderate handicaps.

**MUED 560 TEACHING MUSIC FROM THE WORLD'S CULTURES 3**

This course will examine world musics from a cultural and pedagogical perspective. Following a geographic approach, i.e., Asia, Africa, selected musics will serve as a basis for exploring the musical stylistic dimensions, regional influences, cultural influences, and interrelationships with other art forms. hands-on application to classroom music teaching K-12. May be repeated one time for a total of six credits.

**MUED 570 CRITICAL AND CREATIVE THINKING IN MUSIC 3**

Theories of critical and creative thinking with application to the music classroom; developing music strategies that facilitate problem solving and thinking development. Field component.

**MUED 579 PROBLEMS AND MATERIALS OF INSTRUMENTAL MUSIC 3**

Evaluation of teaching experiences; problems of organizing instrumental music in school; literature for orchestra, band and small ensemble at various levels.

**MUED 580 PROBLEMS AND MATERIALS OF CHORAL MUSIC 3**

Survey of choral repertoire for accompanied and unaccompanied groups, for changing, unchanged and mixed voices. Evaluation materials; building programs. Class constitutes a laboratory chorus.

**MUED 581 ORFF WORKSHOP I-CONCEPTS AND SKILLS 1 - 3**

Study of basic philosophy of the Orff *Schulwerk* through movement, melodic and rhythmic training, improvisation and the use of relevant instruments and materials.

**MUED 582 ORFF WORKSHOP II-PEDAGOGY AND PRACTICES 1-3**

Refinement of skills in the use of Orff concepts, materials and techniques; practicum in the Orff pedagogy as applicable to American children.

*Prerequisite: MUED 581 or instructor's permission.*

**MUED 583 ORFF WORKSHOP III - ADVANCED PRINCIPLES AND TECHNIQUES 1-3**

Comprehensive study of the scope of Orff pedagogy and mastery of techniques necessary for the development of music curricula and materials based on employing the Orff approach.

*Prerequisite: MUED 582 or instructor's permission.*

**MUED 599 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4**

Regularly listed courses pursued in greater depth, by arrangement with graduate advisor for music prior to registration. May be elected more than once during the program, but only once each semester.

*Prerequisite: Permission of instructor and department chairperson.*

- MUED 600 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4**  
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the one in which the work will be completed.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUED 603 SEMINAR IN MUSIC EDUCATION 3**  
Philosophies of music education and their application to the classroom. Investigation and application of techniques of research as they apply to music education.
- MUED 604 SUPERVISION AND ADMINISTRATION OF SCHOOL MUSIC PROGRAMS 3**  
Functions and responsibilities of school music administration based on philosophies of music education, leadership styles and techniques of management and personnel relationships.
- MUED 605 FIELD PROJECT IN MUSIC EDUCATION 3**  
This seminar is designed to help students focus on their area of study and design an appropriate field project. This seminar also entails directed independent study in field projects.  
*Prerequisite: MUED 603.*
- MUED 606 THESIS IN MUSIC EDUCATION 4**  
This seminar is designed to help graduate students focus on their area of study and write a preliminary proposal. This seminar also entails directed independent study in thesis projects.  
*Prerequisite: MUED 603.*
- MUHS 500 SELECTED TOPIC IN MUSIC I 3**  
Study of a specific area. May be taken a second time. 7 week course.
- MUHS 501 SELECTED TOPIC IN MUSIC II 3**  
Study of a specific area. May be taken a second time. 7 week course.
- MUHS 502 SELECTED PROBLEMS IN MUSIC HISTORY AND ANALYSIS 3**  
A series of projects in music history and analysis involving detailed work on pieces selected with the needs and interests of members of the class in mind. Students will also be expected to master the contents of a standard textbook. For graduate students whose placement tests have indicated that further work in history and analysis is needed prior to undertaking full-fledged graduate work in those areas; others by permission of the instructor. Does not count toward a graduate degree.
- MUHS 505 PERFORMANCE PRACTICE IN THE BAROQUE ERA 3**  
Study of problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the time of Caccini and Monteverdi through that of J. S. Bach and Handel.
- MUHS 506 PERFORMANCE PRACTICE IN THE CLASSICAL ERA 3**  
Study of problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the second decade of the eighteenth century through the works of Beethoven.

- MUHS 549 MODERN MUSIC 3**  
Study of musical styles of the twentieth century: historical sources, major composers, and recent trends.
- MUHS 550 CHAMBER MUSIC 3**  
Survey of vocal and instrumental music composed for one to ten performers, one per part, from the Renaissance through the modern era. Analysis of both compositional style and nature of chamber genres.
- MUHS 552 ETHNOLOGICAL APPROACH TO MUSIC 3**  
Non-Western music; ethnic roots and influences, theory, media, and performance practices. Folk and professional idioms of the Far East, Near East, Africa, Europe and the Americas. Study for non-majors will emphasize musical experience and social-cultural background, while music majors will also pursue a more technical approach.
- MUHS 554 DEVELOPMENT OF THE OPERA I 3**  
Operas of the Baroque and Classical eras from Monteverdi through Beethoven; evolution of style, changing aesthetics, characterization and plot development and the cultural environment within which these developments have taken place.
- MUHS 555 DEVELOPMENT OF THE OPERA II 3**  
Continuation of MUHS 554, examining operatic styles and representative works of the Romantic and Modern eras.  
*Prerequisite: MUHS 554 or instructor's permission.*
- MUHS 599 INDEPENDENT STUDY IN 1 - 4**  
**MUSIC HISTORY AND LITERATURE**  
The undertaking of course work in one of the regularly listed catalogue courses of the department of Music (but not to include Applied Music) in depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUHS 600 INDEPENDENT STUDY IN 1 - 4**  
**MUSIC HISTORY AND LITERATURE**  
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity independent of any course structure. May cover two semesters; student registers for the semester in which the work will be completed.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUHS 604 SEMINAR IN HISTORICAL RESEARCH 3**  
Study of music bibliography, research method and critical analysis.
- MUHS 605 SEMINAR IN HISTORICAL AND 3**  
**THEORETICAL STUDIES**  
Research and discussion of selected topics in the literature of music focusing on stylistic and analytical problems.
- MUHS 606 SEMINAR IN HISTORICAL AND 3**  
**THEORETICAL STUDIES II**  
Continuation of MUHS 605.  
*Prerequisite: MUHS 605.*



- MUPR 500, 501, 502, 503** APPLIED MUSIC I, II, III, IV **1 each**  
Fifteen half-hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.
- MUPR 504, 505, 506, 507** APPLIED MUSIC V, VI, VII, VIII **2 each**  
Fifteen one hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.
- MUPR 508, 509, 510, 511** APPLIED MUSIC IX, X, XI, XII **3 each**  
Fifteen one hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.
- MUPR 512, 513, 514** APPLIED MUSIC XIII, XIV, XV **4 each**  
Fifteen one-hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.
- MUPR 515, 516** APPLIED MUSIC XVI, XVII **6 each**  
Fifteen one-hour lessons per semester, private instruction. Recital required. Admission with permission of graduate advisor. Music fee.
- MUPR 531** ENSEMBLE: CHORUS **2**  
Rehearsal and performance in conventional choral media. Admission by audition only. May repeat.
- MUPR 533** ENSEMBLE: OPERA WORKSHOP **0 - 2**  
Rehearsal and performance of operatic repertoire in English or English translation. Admission by audition only. Auditions held in the semester prior to the one in which the workshop is offered. Open to pianists and singers. May repeat for credit.
- MUPR 535** ENSEMBLE: BAND **2**  
Rehearsal and performance of band and wind ensemble literature. Admission by audition only. May repeat.
- MUPR 537** ENSEMBLE: ORCHESTRA **0 - 2**  
Rehearsal and performance of orchestral repertoire. Admission by audition only. May be repeated for credit.
- MUPR 539** MASTER CLASS IN MUSICAL PERFORMANCE: GERMAN VOCAL LITERATURE **2**  
Coaching small groups in refinements of performance, including stylistic interpretation, programming, interpretative analysis, diction, etc. Open through audition to both singers and pianists.  
*Prerequisite: Permission of instructor.*
- MUPR 540** MASTER CLASS IN MUSICAL PERFORMANCE: ITALIAN VOCAL LITERATURE **2**  
Similar to MUPR 539, but focusing on Italian repertoire. Open through audition to singers and pianists.  
*Prerequisite: Permission of instructor.*



**MUPR 541 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**FRENCH VOCAL LITERATURE**

Similar to MUPR 539, but focusing on French repertoire. Open through audition to singers and pianists.

*Prerequisite: Permission of instructor.*

**MUPR 542 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**ENGLISH VOCAL LITERATURE**

Similar to MUPR 539, but focusing on English repertoire. Open through audition to singers and pianists.

*Prerequisite: Permission of instructor.*

**MUPR 543 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**WOODWIND LITERATURE**

Coaching small groups in solo and small ensemble literature for woodwind instruments. Stress on stylistic interpretation, tone, balance and other refinements of performance. Open through audition. Pianists may register as accompanists, but must audition.

*Prerequisite: Permission of instructor.*

**MUPR 544 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**BRASS LITERATURE**

Similar to MUPR 543, but focusing on brass repertoire. Open to pianists and brass players through audition.

*Prerequisite: Permission of instructor.*

**MUPR 545 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**STRING LITERATURE**

Similar to MUPR 543, but focusing on string repertoire. Open to pianists and string players through audition.

*Prerequisite: Permission of instructor.*

**MUPR 547 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**PIANO LITERATURE**

Similar to MUPR 543, but focusing on piano repertoire. Open to pianists only, through audition.

*Prerequisite: Permission of instructor.*

**MUPR 548 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**PERCUSSION LITERATURE**

Similar to MUPR 543, but focusing on percussion repertoire. Open to percussionists through audition.

*Prerequisite: Permission of instructor.*

**MUPR 550, 551, 552, 553 CHAMBER ENSEMBLE 1 each**  
**PERFORMANCE I, II, III, IV**

Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.

*Prerequisite: Departmental permission.*

**MUPR 599 INDEPENDENT STUDY IN PERFORMANCE 1 - 4**

Regularly listed course work pursued in great depth, by permission of graduate advisor for music prior to registration. May be elected more than once during the program but only one course per semester.

*Prerequisites: Permission of instructor and department chairperson.*

**MUPR 600 INDEPENDENT STUDY IN PERFORMANCE 1 - 4**

Individual pursuit of a problem of performance or an aspect of musical repertoire, culminating in a performance and appropriate written work. Arranged with the graduate advisor for music and a course advisor appointed by him prior to the independent study semester. May cover two semesters; student registers for the semester in which the work will be completed.

*Prerequisites: Permission of instructor and department chairperson.*

**MUTH 500 PSYCHOLOGY OF MUSIC 3**

Review of psychological foundations of music with emphasis on their relationships to music therapy. Includes study of theories of psychotherapy, emotional content of music, musical meaning, testing for musical abilities, music learning.

*Prerequisites: Two undergraduate music courses and one course in psychology.*

**MUTH 599 INDEPENDENT STUDY IN MUSIC THERAPY 1 - 3**

Regularly listed courses pursued in greater depth, by arrangement with the instructor prior to registration. May be elected more than once during the program, but only one course per semester.

*Prerequisites: Permission of instructor and department chairperson.*

**MUTH 600 INDEPENDENT STUDY IN MUSIC THERAPY 1 - 4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for the one in which the work will be completed. Written permission required.

*Prerequisites: Permission of instructor and department chairperson.*

**MUTH 601 THESIS 4**

Research and develop a topic of interest. Thesis may be experimental, theoretical, historical, or descriptive research.

*Prerequisites: Graduate matriculation; completion of most course work toward Music Therapy degree; instructor's permission.*

# NEW JERSEY SCHOOL OF CONSERVATION

*Director: Dr. John J. Kirk*

The New Jersey School of Conservation is the Environmental Education Field Campus of Montclair State and is the largest university-operated environmental center in the world. The School of Conservation is located 57 miles from the main campus on a 240-acre tract located in the center of Stokes State Forest in Sussex County. Administratively, it is part of the School of Mathematical and Natural Sciences.

The programs at the School of Conservation are designed to provide the students with a greater understanding and appreciation of the role natural areas play as part of a life support system. The resident programs provide environmental field experiences in the humanities, social studies, outdoor pursuits, and the sciences. Each academic year the school provides resident environmental education programs for over 9,000 elementary/secondary school students, and 2,000 teachers from 160 schools. There are also several field courses provided for graduate students. In addition, there are three weekend workshops held each academic year designed to train classroom teachers and youth leaders in environmental education curriculum development and field techniques for programs in environmental education. The workshops are held in October, February, and May. Each workshop carries one semester hour of undergraduate or graduate credit. During the summer, the School offers several ten-day courses at the graduate level for teachers pursuing advanced degrees in environmental education and related fields.

## Course Descriptions

	Semester Hours
<b>CNFS 460 PRACTICUM IN ENVIRONMENTAL EDUCATION</b>	<b>3</b>
This course is designed to provide future teachers and supervisors with a background of experience and knowledge which will enable them to organize and conduct environmental education programs. Using an extensive library of environmental education materials, students formulate teaching units, lists of teaching aids, and projects suitable for use in environmental programs. Participating in environmental programs with school children in residence at the School of Conservation furnishes a practical background for environmental education development.	
<b>CNFS 470 INTRODUCTION TO WILDERNESS STEWARDSHIP</b>	<b>2</b>
Intensive two week back country camping course to be held entirely in the field. Provides a basic understanding of how to utilize our natural areas with minimum environmental impact while pursuing outdoor recreational activities. An additional laboratory fee to cover food, lodging, and equipment will be required.	

**CNFS 471 FUNDAMENTALS OF WILDERNESS LEADERSHIP 3**

Intensive three week back country camping course to be held entirely in the field. Throughout the program, leadership, judgment, conservation, and sound expedition skills and abilities are emphasized and practiced. A lab fee to cover the cost of food, lodging, and equipment will be required.

*Prerequisite: CNFS 470.*

**CNFS 472 TRAINING FOR WILDERNESS LEADERS 5**

Intensive five week wilderness camping course to be held entirely in the field. Provides a basic understanding of back country principles and various travel skills and emphasizes leadership, judgment, conservation and sound expedition skills. A lab fee to cover the cost of food, lodging, and equipment will be required.

**CNFS 495 WORKSHOP ON UTILIZING 1**  
**NATURAL ENVIRONMENTS**

To provide classroom teachers in all disciplines with experiences in using the natural environment to supplement classroom experiences. Opportunity for teachers to increase their knowledge of, as well as skills in, the techniques of incorporating the physical, biological, and socio-cultural components of the environment in their curricula will be emphasized through the use of small group lecture sessions held in the natural environment being described. Students are provided with the opportunity of administering and experimenting in each of four such environments out of a choice ranging from 15 to 20 specific subject areas.

**CNFS 496 FIELD STUDY IN HUMANITIES AND 1**  
**NATURAL SCIENCE**

Provides teachers in varied and diversified subject areas with an understanding of how the humanities and sciences may be taught in natural environments for the purpose of developing an environmental sensitivity.

**CNFS 497 FIELD STUDIES IN SOCIAL STUDIES 1**  
**AND OUTDOOR RECREATION**

Provides an understanding of how outdoor pursuits and social studies may be taught using natural environments to develop environmental sensitivity. Does not meet resident requirement.

**CNFS 500 CURRICULUM DEVELOPMENT IN 3**  
**ENVIRONMENTAL EDUCATION**

The historical, philosophical and conceptual aspects of developing a K-12 environmental education curriculum. The focus is on the four major curriculum areas: humanities, social studies, science and outdoor pursuits with proposed activities for the classroom, school grounds, community and natural areas, intended to enhance the students' awareness of environmental problems and their possible solutions



**CNFS 501 OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 2**

This course will include a working definition of outdoor environmental teaching sites as they relate to current developments in environmental education. Also incorporated, through lecture and discussion, will be pertinent information on the philosophy, design, construction, and use of outdoor environmental teaching sites, with special emphasis on sites which can be developed on land areas adjacent to schools.

*Corequisite: CNFS 521.*

**CNFS 502 AMERICAN HERITAGE SKILLS 2**

This course will focus on the home life style for the American colonies from the 1600's to the 1800's. Various skills such as spinning, working with wool, natural dyeing, candle making, rug making, soap making, quilting and food processing will be demonstrated and students will have the opportunity to develop their proficiency in these areas. The colonial living skills will be integrated into a general overview of the two hundred year time period under consideration, rather than considered as isolated elements. Must be taken concurrently with CNFS 522.

*Corequisite: CNFS 522.*

**CNFS 503 HUMANITIES AND THE ENVIRONMENT 3**

This course will focus on the cycle of man's relationship to nature based on three sequential stages: 1) man in nature, in which archaic religions, myths and legends will be investigated; 2) man versus nature, which will be a consideration of the alienation due to the influence of science and technology; and 3) man and nature, which will consider the new mysticism of today. The course work will include lecture, discussion, seminar and independent study.

**CNFS 505 SOCIETY AND THE NATURAL ENVIRONMENT 2**

This course will focus upon interrelationships of a forest ecosystem. Soil, water, plants and animals found in a northeastern hardwood forest will be examined in detail and their relationship to humankind will be discussed and reviewed. CNFS 525 must be taken concurrently.

*Corequisite: CNFS 525.*

**CNFS 510 ENVIRONMENTAL IMPACT OF RECREATION ON NATURAL AREAS 2**

Students will examine the impact of recreation on natural areas in four of New Jersey's major ecosystems: upland forest, pine lands, salt marsh and barrier beach. Investigation of recreation records and plans will allow for comparison and contrast of heavily used sites with those which have been relatively undisturbed. Students develop "Recreation Impact Statements". CNFS 511 must be taken concurrently.

*Prerequisite: Special fee.*

*Corequisite: CNFS 511*

**CNFS 511 FIELD INVESTIGATION OF ENVIRONMENTAL IMPACT ON NATURAL AREAS 1**

The field experiences in this one credit course are designed to support and supplement the theoretical foundations communicated in the course, "Environmental Impact of Recreation on Natural Areas" (CNFS 510), and to provide practical exercises in measuring impact on recreational areas. CNFS 510 must be taken concurrently.

*Corequisite: CNFS 510.*

**CNFS 521 FIELD LABORATORY EXPERIENCE IN OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 1**

The field experiences in this one credit course are designed to support and supplement the theoretical foundations communicated in the course, "Outdoor Teaching Sites for Environmental Education" (CNFS 501), and to provide practical field exercises in developing environmental teaching site strategies. CNFS 501 must be taken concurrently.

*Corequisite: CNFS 501*

**CNFS 522 FIELD LABORATORY EXPERIENCE IN AMERICAN HERITAGE SKILLS 1**

The field experiences in this one credit course are designed to support, supplement and amplify the theoretical foundation communicated in the course, "American Heritage Skills" (CNFS 502), and to provide practical applications of both the content of "American Heritage Skills" and its methodology. CNFS 502 must be taken concurrently.

*Corequisite: CNFS 502.*

**CNFS 525 FIELD LABORATORY EXPERIENCE IN SOCIETY AND THE NATURAL ENVIRONMENT 1**

The field experiences in this one credit course are designed to support and supplement the theoretical foundations communicated in the course "Society and the Natural Environment" (CNFS 505). CNFS 505 must be taken concurrently.

*Corequisite: CNFS 505.*

**CNFS 530 WORKSHOP IN WILDLIFE MANAGEMENT EDUCATION 1**

This is a field course designed to provide information about wildlife and environmental topics to be included in a school curriculum. Curriculum supplements include Project WILD and Aquatic WILD offered to the participants.

**CNFS 601 ADVANCED ENVIRONMENTAL EDUCATION SEMINAR 2**

The seminar is geared toward advanced students who want to examine, in depth, a selected topic related to current developments in environmental education. The seminar will choose a particular issue facing environmental education, develop a method for studying that issue, and produce a publishable work (e.g. curriculum materials or academic paper) related to the topic.

*Prerequisites: CNFS 500, graduate status required.*

*Corequisite: CNFS 621.*

**CNFS 609 INDEPENDENT STUDY IN ENVIRONMENTAL CURRICULUM DEVELOPMENT 1 - 4**

Teachers, who have participated in academic programs at the School of Conservation and wish to deepen their understanding of environmental education activities, may enroll in this independent study. In doing so, participants may develop an environmental education curriculum for a specific grade level, subject discipline, or school district. Credit is dependent on the scope and depth of the program to be developed.

**CNFS 610 ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY 2**

This course is intended to provide an overview of administrative procedures in organizing and implementing a day or resident program in environmental education. Among the areas to be reviewed are: historical and philosophical perspectives, development of a field curriculum, staff selection and training, financial management, facility design and selection of equipment.

*Corequisite: CNFS 620.*

**CNFS 620 FIELD LABORATORY EXPERIENCES IN ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY 1**

The field experiences in this one credit graduate course are designed to support and supplement the theoretical foundations communicated in the course, "Administration and Supervision of Environmental Field Study" (CNFS 610) and to provide opportunities to conduct on-site facility evaluation, test teaching equipment, discuss training programs with faculty at other facilities, and review financial management and business procedures used in the variety of centers. CNFS 610 must be taken concurrently.

*Corequisite: CNFS 610.*

**CNFS 621 FIELD LABORATORY EXPERIENCE IN ENVIRONMENTAL EDUCATION 1**

The field experiences in this one credit course are designed to support and supplement the theoretical foundations communicated in the course "Advanced Environmental Education Seminar" (CNFS 601). CNFS 601 must be taken concurrently.

*Corequisite: CNFS 601.*

# PHYSICAL EDUCATION

*Chairperson: Professor Timothy Sullivan*

*Graduate Advisor: Dr. Ree K. Arnold*

The graduate program in Physical Education provides students the opportunity to pursue advanced study in the general field of physical education, and to develop competency in an area of concentration. Concentrations are offered in Teaching and Administration of Physical Education, Coaching and Sports Administration, and Exercise Sciences. The program is designed to develop and enhance competencies necessary for teaching in school programs, coaching of athletics, conducting individualized exercise programs, administration of physical education and/or athletics, and administration of specialized exercise programs in a non-school setting.

Both theoretical and practical approaches are emphasized throughout the program. In addition to course work in an area of concentration, all students complete a core of required courses including philosophical and sociological foundations of sport and physical education. Analytical skills are developed through a sequence of courses culminating in a research project. A comprehensive examination is required of all degree candidates.

Facilities for research in motor learning, biomechanics and exercise physiology are provided in the Speidel Human Performance Laboratory. These facilities are available for classwork and independent research by students and faculty.

The Department of Health Professions, Physical Education, Recreation and Leisure Studies is a member of the Panzer School Council and is administered by the School of Professional Studies. The Master of Arts degree with a major in Physical Education has been offered at Montclair State since 1964.

## ADMISSION REQUIREMENTS

All applicants must meet the basic admission requirements for graduate study at Montclair State. Applicants for the concentrations in Teaching and Administration of Physical Education and Coaching and Sports Administration must have a bachelor's degree with a major in Physical Education or a teaching certificate in Physical Education. For the concentration in Exercise Sciences, a bachelor's degree with a major in Physical Education or a closely related area is preferred; evidence of coursework in anatomy and physiology, exercise physiology, chemistry and nutrition is required. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to matriculation in the master's program.



# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PHYSICAL EDUCATION

## I. Required Courses\*

PEMJ	575	Philosophical and Sociological Foundations of Sport and Physical Education .....	3
PEMJ	579	Analytic Methods in Physical Education .....	3
PEMJ	503	Research Methods in Physical Education .....	3
PEMJ	505	Research Seminar in Physical Education .....	1
PEMJ	603	Research Project .....	4
(Full year course, register in Fall only)			

\*Course 579 must be completed before 503 and both 503 and 505 must be completed before 603. In special cases 579 and 503 may be taken concurrently with permission of the instructor of 503.

## II. Concentrations

In addition to the required courses above, students are required to complete 15 semester hours in one of the following concentrations.

### A. Teaching and Administration of Physical Education

PEMJ	530	Individualized Programs in Physical Education for the Handicapped .....	3
PEMJ	556	Advanced Motor Learning .....	3
PEMJ	557	Perceptual-Motor Development in Physical Education .....	3
PEMJ	560	Physical Education Programs in a School Setting .....	3
PEMJ	577	Administration and Supervision of Physical Education .....	3

### B. Coaching and Sports Administration

PEMJ	508	Administration and Supervision of Athletics and Coaching .....	3
PEMJ	554	Orientation to Sports Medicine .....	3
PEMJ	555	Biomechanical Analysis of Movement and Sport Skills .....	3
PEMJ	556	Advanced Motor Learning .....	3
PEMJ	559	Applied Sport Psychology .....	3

### C. Exercise Sciences

PEMJ	540	Applied Exercise Physiology .....	3
PEMJ	541	Exercise Prescription and Programming .....	3
PEMJ	542	Applied Cardiac Rehabilitation .....	3
PEMJ	544	Administration of Specialized Exercise Programs .....	3
PEMJ	548	Practicum in Individualized Exercise Programs .....	*3 - 6

\*3 s.h. required; additional s.h. considered as elective credits, with approval of advisor.

### III. Free Electives

Six semester hours may be selected from the Physical Education offerings or from any discipline outside the field of physical education, provided course prerequisites are satisfied.

### IV. Comprehensive Examination

All students are required to complete a comprehensive examination during the last year of their work. The examination is given in March and October. Application forms are available in the Office of Graduate Studies and must be filed six weeks before the examination in the office of the Graduate Advisor in Physical Education. The examination consists of two parts covering, knowledge in the concentration area and philosophy/sociology of physical education, sport and fitness.

### SUMMARY

Required Courses	14 s.h.
Concentration	15 s.h.
Free Electives	6 s.h.
Minimum 35 s.h.	

Note: The following PEMJ courses are general electives within the program:

PEMJ	492	Selected Topics in Physical Education
PEMJ	516	Comparative Physical Education
PEMJ	531	Practicum in Physical Education for the Handicapped
PEMJ	550	Survey of Literature and Trends in Physical Education
PEMJ	552	Seminar in Current Problems in Athletics
PEMJ	553	A Neurological Approach to Motor Learning and Performance

A list of suggested electives from other departments is available from the graduate advisor.

## PHYSICAL EDUCATION

### Course Descriptions

	Semester Hours
<b>PEMJ 503 RESEARCH METHODS IN PHYSICAL EDUCATION</b>	<b>3</b>
An introduction to the theory and methods of historical, descriptive and experimental methods of research in physical education. Topics include the nature of research, interpretation of data and design of research. <i>Prerequisite: PEMJ 579.</i>	
<b>PEMJ 505 RESEARCH SEMINAR IN PHYSICAL EDUCATION</b>	<b>1</b>
Provides for the examination of current research topics in physical education, sport, and exercise sciences. Each student will conduct an in-depth review and analysis of literature related to a specific research topic, and develop a formal research proposal. <i>Prerequisite: PEMJ 503 and 579.</i>	

**PEMJ 508 ADMINISTRATION AND SUPERVISION OF ATHLETICS AND COACHING 3**

Underlying principles and desirable practices from the point of view of the administrator and supervisor, and of the person supervised and subjected to administrative policies. Interviewing, observation, conducting conferences and administrative considerations.

**PEMJ 516 COMPARATIVE PHYSICAL EDUCATION 3**

A comparative study of physical education to provide insight and greater understanding of programs in other countries. Such factors as the role of physical education, the similarities and differences in teacher preparation and the school curriculum between selected countries will be examined and compared in detail.

**PEMJ 530 INDIVIDUALIZED PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED 3**

This course will offer a pragmatic approach to the planning and implementation of programs in appropriate environments to meet specific needs of handicapped persons.

**PEMJ 531 PRACTICUM IN PHYSICAL EDUCATION FOR THE HANDICAPPED 3**

Practical experience with mentally retarded, emotionally disturbed, physically handicapped or sensory handicapped persons. Requirement is for 120 hours (including conference time).

*Prerequisites: PEMJ 557 and instructor's permission.*

**PEMJ 540 APPLIED EXERCISE PHYSIOLOGY 3**

This course provides an analysis of current research and theory regarding the short and long-term effects of exercise on the human organism. The student will learn to apply physiological principles to the development of exercise programs.

**PEMJ 541 EXERCISE PRESCRIPTION AND PLANNING 3**

This course provides the student the opportunity to develop competencies in assessment, prescription, monitoring and evaluation within the framework of exercise programming.

*Prerequisite: PEMJ 540 or permission of instructor.*

**PEMJ 542 APPLIED CARDIAC REHABILITATION 3**

This course provides the student current information concerning principles and programs of cardiac rehabilitation in order to apply this knowledge to the conduct of such programs in a variety of settings.

*Prerequisites: PEMJ 375 Foundations and Practices in Cardiac Rehabilitation or permission of instructor.*

**PEMJ 544 ADMINISTRATION OF SPECIALIZED EXERCISE PROGRAMS 3**

This course provides information concerning principles of administration, staffing, facilities, equipment, and finance to prepare the student to administer specialized exercise programs in a variety of settings.

**PEMJ 548 PRACTICUM IN INDIVIDUALIZED  
EXERCISE PROGRAMS**

**3 - 6**

This course provides the student the opportunity for practical experience in the application of individualized exercise prescriptions for asymptomatic and/or symptomatic individuals in a variety of nonschool settings.

*Prerequisites: Completion of required courses within area of specialization in exercise sciences (12 sh) or permission of instructor.*

**PEMJ 550 SURVEY OF LITERATURE AND TRENDS  
IN PHYSICAL EDUCATION**

**3**

Comprehensive survey of books, periodicals and other teaching materials in the field of physical education; outstanding authors and current leaders in physical education are studied.

**PEMJ 552 SEMINAR IN CURRENT PROBLEMS  
IN ATHLETICS**

**3**

The organization, planning and administration of intramural and interscholastic sports programs for men and women. Program development, scheduling, promotion and conduct of the program and personnel selection. Other persistent problems identified by the students will be discussed as will trends in such areas as sports media, coaching and officiating.

**PEMJ 553 A NEUROLOGICAL APPROACH TO  
MOTOR LEARNING AND PERFORMANCE**

**3**

The psychology of motor behavior, a neuropsychological approach; integrating neuropsychological and behavioral information as a beginning toward understanding motor behavior.

**PEMJ 554 ORIENTATION IN SPORTS MEDICINE**

**3**

New techniques, materials, modalities and problems related to the prevention and care of athletic injuries; current developments in the field; new conditioning concepts and activities for both the athlete and nonathlete.

*Prerequisites: Courses in kinesiology, physiology of exercise and prevention and care of athletic injuries, or permission of instructor.*

**PEMJ 555 BIOMECHANICAL ANALYSIS OF  
MOVEMENT AND SPORT SKILLS**

**3**

The examination of internal and external forces that act upon a human body and the effects produced by these forces during the performance of movement and sport skills. Application of techniques for measuring and diagrammatically representing these forces.

**PEMJ 556 ADVANCED MOTOR LEARNING**

**3**

Psychological learning theory and research related to physical activity and educational program situations. Application of research and theory to the teaching of physical education and sport.

**PEMJ 557 PERCEPTUAL MOTOR DEVELOPMENT  
IN PHYSICAL EDUCATION**

**3**

Current theories concerning the interrelationships of perceptual motor development and sensorimotor activity. Implications for school physical education programs will be emphasized.



**PEMJ 559 APPLIED SPORT PSYCHOLOGY 3**

This course provides an in-depth analysis of the theories and techniques of sport psychology. Student will learn how to apply these skills to the teaching and coaching situations in order to optimize the performance of students and athletes.

**PEMJ 560 PHYSICAL EDUCATION PROGRAMS  
IN A SCHOOL SETTING 3**

Current trends in activities programming and scheduling in physical education for grades K-12. Opportunities provided for students to work in their particular area of programming interest.

*Prerequisite: A methods course in physical education.*

**PEMJ 575 PHILOSOPHICAL AND SOCIOLOGICAL  
FOUNDATIONS OF SPORT AND  
PHYSICAL EDUCATION 3**

The historical development of modern physical education programs. The sociological factors affecting behavior in modern society applied to teaching and coaching situations.

*Prerequisite: A course in the history and principles of physical education.*

**PEMJ 577 ADMINISTRATION AND SUPERVISION IN  
PHYSICAL EDUCATION 3**

The role and responsibilities of the administrator in physical education. Theories and techniques of administration and management. The nature, purposes and techniques of supervision of teachers.

**PEMJ 579 ANALYTIC METHODS IN PHYSICAL EDUCATION 3**

An introduction to descriptive and inferential statistics, both parametric and nonparametric. Analytic methods will be applied to specific problems in physical education, and microcomputer programs will be used to analyze behavioral data.

**PEMJ 580 INDEPENDENT STUDY IN  
PHYSICAL EDUCATION 1 - 3**

An experience in the pursuit of study of topics which may be outside the scope of regular curricular offerings or may be an extension of a course or courses. A student may complete a maximum of three semester hours credit in independent study. Completion and approval of independent study application form required prior to registration.

**PEMJ 600 THESIS 3**

**PEMJ 603 RESEARCH PROJECT 4**

Guidance is provided in developing and conducting a research project in physical education. Each student is required to conduct an investigation of a specific problem and to submit a written report of the completed project to the faculty of the department of physical education. Full year course. Register fall only.

*Prerequisite: PEMJ 503.*

# PSYCHOLOGY

*Chairperson: Dr. David Townsend*

*Graduate Advisors: Dr. Carlos Pratt, Dr. Joan Silverstein*

The MA in Psychology with a concentration available in Industrial and Organizational Psychology is described immediately below. For the MA in Educational Psychology and the concentration in Clinical Psychology for Spanish-English Bilinguals, see following pages.

## MASTER OF ARTS DEGREE IN PSYCHOLOGY

*Graduate Advisor: Dr. Carlos Pratt*

The Master of Arts in Psychology is designed primarily as an intermediate degree. This program prepares the student for advanced studies in many psychological fields such as developmental, experimental, learning, personality and counseling, school, and social psychology.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Psychology Test of the Graduate Record Examination.
3. Approval by the departmental committee.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

	Semester Hours
I. Required Courses .....	13
PSYC 510 Research Methods in Psychology .....	3
PSYC 520 Human Experimental Psychology .....	4
PSYC 550 Quantitative and Statistical Methods .....	3
PSYC 578 Psychological Tests and Measurements .....	3
II. Specialization courses .....	12
To be selected with the advice and approval of the Graduate Advisor.	
III. Free electives .....	6
To be selected with the approval of the Graduate Advisor.	
IV. PSYC 600 Thesis .....	4
V. Comprehensive Examination:	
A written comprehensive examination precedes acceptance of the thesis proposal.	
Total semester hours: 35	

# CONCENTRATION IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

*Program Advisor: Dr. Richard Draper*

The Industrial and Organizational Psychology Concentration is designed to prepare persons for work in business and industry as professional specialists in the application of psychological knowledge and techniques to the functioning of individuals in organizations. The program draws from many areas of psychology especially testing, statistics, experimental design, learning, motivation, and interpersonal relations.

## REQUIREMENTS FOR THE INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

I.	Required Courses .....	16
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 520 Human Experimental Psychology .....	4
	PSYC 550 Quantitative and Statistical Methods .....	3
	PSYC 578 Psychological Tests and Measurements .....	3
	PSYC 658 Seminar in Industrial and Organizational Psychology .....	3
II.	Specialization .....	9
	PSYC 554 Psychology of Business and Industry .....	3
	PSYC 557 Theory and Application in Consumer Psychology .....	3
	PSYC 558 Personnel Psychology .....	3
	PSYC 570 Psychology of Human Factors .....	3
	PSYC 571 Organizational Psychology .....	3
III.	Thesis .....	4
	PSYC 600 Thesis .....	4
IV.	Electives: Psychology .....	Maximum of 6
	PSYC 552 General Social Psychology .....	3
	PSYC 553 Urban Psychology .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 568 Psychology of Group Dynamics .....	3
	PSYC 581 Motivation .....	3
	PSYC 582 Behavior Modification .....	3
V.	Electives: Other Departments .....	Maximum of 6
	To be selected with the approval of the Graduate Advisor.	

Total Semester Hours: 38

# MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

*Graduate Advisor: Dr. Carlos Pratt*

The Master of Arts in Educational Psychology aims to increase the student's knowledge of the application of psychological theory to educational practice.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. In addition, the applicant must have 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology, and be approved by the departmental committee.

Applicants to the concentration in Clinical Psychology for Spanish-English Bilinguals must submit two additional letters of recommendation for a total of four letters of recommendation.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

I.	Required Courses .....	15
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	PSYC 561 Developmental Psychology .....	3
	PSYC 578 Psychological Tests and Measurement .....	3
	PSYC 660 Current Topics in Educational Psychology .....	3
II.	Electives: Psychology .....	15
	To be selected with the approval of the Graduate Advisor.	
	Possible areas of emphasis and relevant courses:	
	Learning	
	PSYC 503 Language and Communication .....	3
	PSYC 549 Psychology of the Adult Learner .....	3
	PSYC 550 Quantitative and Statistical Methods .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 570 The Psychology of Human Factors .....	3
	PSYC 573 Physiological Psychology .....	3
	PSYC 581 Motivation .....	3
	PSYC 582 Behavior Modification .....	3
	PSYC 583 Sensation and Perception .....	3
	Child-Developmental	
	PSYC 503 Language and Communication .....	3
	PSYC 555 Psychological Aspects of Poverty .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 564 Psychology and Education of Physically and Mentally Handicapped Children .....	3
	PSYC 565 Psychology and Education of Socially and Emotionally Handicapped Children .....	3



PSYC 580	Personality .....	3
PSYC 585	Psychoanalytic Theory .....	3
Clinical		
PSYC 542	Topics in Human Sexuality .....	3
PSYC 568	Psychology of Group Dynamics .....	3
PSYC 580	Personality .....	3
PSYC 582	Behavior Modification .....	3
PSYC 585	Psychoanalytic Theory .....	3
PSYC 593	Clinical Interviewing .....	3
PSYC 645	Sexual Function and Dysfunction .....	3
PSYC 667	Abnormal Psychology .....	3
PSYC 670	Introduction to Psychotherapy .....	3
Social-Personality		
PSYC 538	Ethnopsychology .....	3
PSYC 547	Woman: A Cross-Cultural Perspective .....	3
PSYC 552	General Social Psychology .....	3
PSYC 553	Urban Psychology .....	3
PSYC 555	Psychological Aspects of Poverty .....	3
PSYC 568	Psychology of Group Dynamics .....	3
PSYC 580	Personality .....	3
PSYC 581	Motivation .....	3
PSYC 585	Psychoanalytic Theory .....	3
III.	Electives: Other Departments .....	6
To be selected with the approval of the Graduate Advisor.		
IV.	Thesis (Elective)	
V.	Comprehensive Examination	
Minimum: 34 semester hours with Thesis option or 36 semester hours without Thesis option. Students who elect the Thesis option will take one less course in each Elective category (II and III).		

## CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

*Program Advisors: Dr. Robert McCormick  
Dr. Margarita Garcia*

The Clinical Psychology Concentration for Spanish-English Bilingual Psychologists prepares graduates to function in applied mental health settings that have a significant Spanish-speaking clientele.

### REQUIREMENTS FOR THE CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

I.	Required Courses .....	13
PSYC 510	Research Methods .....	3
PSYC 520	Human Experimental Psychology .....	4

	PSYC 551	Mental Health Issues of Hispanics .....	3
	PSYC 630	Nonbiased Assessment of Hispanics .....	3
II.	Specialization	.....	15
	PSYC 574	Individual Intelligence Testing .....	3
	PSYC 576	Projective Techniques II .....	3
	PSYC 593	Clinical Interviewing .....	3
	PSYC 670	Introduction to Psychotherapy .....	3
	PSYC 680	Internship in Clinical Psychology .....	3
III.	Development	.....	6
	PSYC 561	Developmental Psychology .....	3
	PSYC 667	Abnormal Psychology .....	3
IV.	Elective	.....	3
	ANTH 538	Ethnopsychology .....	3
	COUN 559	Dynamics of Group Process .....	3
	COUN 581	Community Resources .....	3
	COUN 590	Counseling the Alcoholic .....	3
	HECO 542	Dynamics of Family Interaction .....	3
	HECO 544	Intercultural Study of Family .....	3
	PSYC 552	General Social Psychology .....	3
	PSYC 582	Behavior Modification .....	3
	PSYC 685	Psychoanalytic Theory .....	3
	SOCI 574	Sociology of Ethnic Relationships .....	3
	SOCI 577	Sociology of Poverty in the United States .....	3
V.	Comprehensive Examination		

Total Semester Hours: 37

## SCHOOL PSYCHOLOGIST CERTIFICATION

### (N.J. State Certificate)

*Graduate Advisor: Dr. Joan Silverstein*

The School Psychologist Certification Program is designed to meet the need for school psychologists by offering an integrated sequence of courses and supervised school, clinical, and community experiences. In addition, if all appropriate requirements are met, the student in this certification program will receive either an MA in Psychology or an MA in Educational Psychology. See the latest information.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Graduate Record Examination in Psychology.

3. Four letters of recommendation.
4. Approval by the departmental committee. All materials must be received by the Graduate Studies Office by February 15 for the following September.

## REQUIREMENTS FOR THE SCHOOL PSYCHOLOGIST CERTIFICATION PROGRAM

I.	Educational Foundations (Select 4 courses) .....	12
	EDFD 521 Contemporary Educational Thought .....	3
	PSYC 538 Ethnopsychology .....	3
	PSYC 553 Urban Psychology .....	3
	PSYC 555 Psychological Aspects of Poverty .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	PSYC 660 Current Topics in Educational Psychology .....	3
	ANTH 535 Ethnology I .....	3
	SOCI 565 Sociology of Youth .....	3
II.	Education of the Handicapped .....	6
	PSYC 564 Psychology and Education of Physically and Mentally Handicapped .....	3
	PSYC 565 Psychology and Education of Socially and Emotionally Handicapped .....	3
III.	Testing and Clinical Techniques .....	24
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 550 Quantitative and Statistical Methods .....	3
	* PSYC 574 Individual Intelligence Testing .....	3
	* PSYC 575 Projective Techniques I .....	3
	* PSYC 576 Projective Techniques II .....	3
	PSYC 578 Psychological Tests and Measurements .....	3
	PSYC 593 Clinical Interviewing .....	3
	* PSYC 610 Diagnostic Case Studies .....	3
	* PSYC 661 Practicum in School Psychology .....	3
	* PSYC 662 School Psychologist Externship .....	3
IV.	Personality and Behavioral Development .....	12
	PSYC 561 Developmental Psychology .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 573 Physiological Psychology .....	3
	PSYC 580 Personality .....	3
	PSYC 582 Behavior Modification .....	3
	PSYC 667 Abnormal Psychology .....	3
V.	Electives: Select courses to balance the program, with permission of graduate advisor.	

\* Admission to the course is subject to approval of Graduate Advisor.

Minimum: 60 semester hours

# PSYCHOLOGY

## Course Descriptions

### Semester Hours

#### **PSYC 503 LANGUAGE AND COMMUNICATION 3**

Influence of psychology, linguistics and biology on the learning and use of language. Psycholinguistics, language and thought, language disorders, development of communication, dialect differences.

#### **PSYC 510 RESEARCH METHODS IN PSYCHOLOGY 3**

This course provides the essentials needed to read, understand and critically evaluate research reports. Students will also learn how to carry out the entire research process, starting with identifying the research problem and ending with a thesis or research report. Factorial analysis of variance and the major multiple correlational designs are explained. *Prerequisite: Undergraduate laboratory course in experimental psychology.*

#### **PSYC 520 HUMAN EXPERIMENTAL PSYCHOLOGY 4**

Students survey methods and topics in human experimental psychology by conducting, analyzing, and reporting on experiments on topics to be drawn from cognition, memory, language, perception, learning, sensation, and neuropsychology. *Prerequisite: PSYC 510.*

#### **PSYC 547 WOMAN: A CROSS-CULTURAL PERSPECTIVE 3**

The physiological and psychological aspects of women studied cross-culturally and their implications for today's society are the focus of this course. Morphological and psychological developments from conception to death in various cultures will be discussed, and inferences about the roles of women in our society will be made.

#### **PSYC 549 PSYCHOLOGY OF THE ADULT LEARNER 3**

A variety of classical and modern learning theories—behavioristic, cognitive-developmental, and information-processing—are examined with the goal of having students understand the implications of these theories for training and teaching adult learners. Completion of one outside project involving theory application is required.

#### **PSYC 550 QUANTITATIVE AND STATISTICAL METHODS 3**

This course presents the theory and use of simple and factorial anova, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included.

*Prerequisite: An undergraduate psychology statistics course or equivalent.*

#### **PSYC 551 MENTAL HEALTH ISSUES OF HISPANICS 3**

This course will familiarize the student with the personal, social, cultural and institutional forces that affect the mental health of Hispanics and Hispanic Americans and how these impact on treatment issues. The course will explore the heterogeneity of the Hispanic groups in the United States and how these groups respond in unique ways to the various services offered in community mental health settings.



**PSYC 552 GENERAL SOCIAL PSYCHOLOGY 3**

This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Among topics dealt with are the social psychology of the psychology experiment, attitude development and change, group processes and conflict, role theory, ecological psychology, socialization, organizations and work places, and a number of other themes and issues focused on the individual's relationship to the larger social structure.

*Prerequisite: Undergraduate work in psychology or sociology. .*

**PSYC 554 PSYCHOLOGY OF BUSINESS AND INDUSTRY 3**

This course combines applied methodologies with content areas in Industrial Psychology. Survey methods, sampling techniques and quasi-experimental designs are applied to training, performance appraisal, employee attitude and program evaluation activities in organizations.

*Prerequisite: PSYC 550 or a comparable graduate level course in statistics.*

**PSYC 558 PERSONNEL PSYCHOLOGY 3**

Psychological methods and knowledge are applied to the personnel functions of industry. Emphasis is on relevant social, economic and legislative changes which affect employment, including the impact of the civil rights and the women's movement on fairness in employment.

**PSYC 560 ADVANCED EDUCATIONAL PSYCHOLOGY 3**

A comprehensive treatment of the cognitive and affective characteristics of the learner and the processes of learning and teaching provide the framework for this course. Behavioral, cognitive and information-processing theory are presented and their applicability to instructional strategies and classroom dynamics is discussed. Other areas included are the origins of individual differences including heredity and environment, early childhood education, cultural differences, student motivation, classroom management, measurement and evaluation, exceptional children and other topics.

**PSYC 561 DEVELOPMENTAL PSYCHOLOGY 3**

Philosophical, conceptual, theoretical and research issues pertinent to human development from prenatal life to adulthood are presented. The core conceptual issues of development, such as the nature-nurture controversy, the continuity-discontinuity issue, and the issue of stability-instability, are discussed, and their relationships to the major theories in developmental psychology are examined.

**PSYC 563 THEORIES OF LEARNING 3**

The aim of this course is to provide the student with an understanding of modern learning theory, its historical context, theoretical ideas, research, and applications. To this end, the theoretical ideas of the major schools of learning - behaviorism, gestalt, cognitivism, and information-processing - are reviewed.

**PSYC 564 PSYCHOLOGY AND EDUCATION OF PHYSICALLY AND MENTALLY HANDICAPPED CHILDREN 3**

The purpose of this course is to enhance the students' understanding of the psychological, social and educational implications of physical and intellectual disabilities in childhood and adolescence. Neurological impairment, mental retardation, visual and auditory deficits, speech and language disorders, and orthopedic handicaps will be discussed. This is not a methods course; however, educational practices and interventions will be included.

**PSYC 565 PSYCHOLOGY AND EDUCATION OF SOCIALLY AND EMOTIONALLY HANDICAPPED CHILDREN 3**

The purpose of this course is to provide students with theoretical and practical understanding of frequently encountered social and emotional pathologies of childhood and adolescence. Topics include depression, anxiety disorders, learning dysfunction, conduct disturbance, and psychosis. Although not a methods course, remedial and preventive techniques will be discussed.

**PSYC 568 PSYCHOLOGY OF GROUP DYNAMICS 3**

This course presents theories of group dynamics and illustrative application to understand personal, marital, political, industrial and professional life. Personal participation by the student in a group interactive process is required. The course is designed especially to help group leaders understand the complex underlying dynamic forces that influence our behavior in groups.

*Prerequisite: Open only to matriculated graduate psychology students.*

**PSYC 570 THE PSYCHOLOGY OF HUMAN FACTORS 3**

Psychological techniques will be applied to the problems encountered at the interface between human beings and modern technology. Topics include workplace design, computer systems, transportation systems, people in space, and control and display design.

**PSYC 571 ORGANIZATIONAL PSYCHOLOGY 3**

This course examines the psychological consequences of organizational structure, social norms and group processes. Areas covered include organizational development and change, leadership, motivation, and job satisfaction.

**PSYC 572 PROFESSIONAL PRACTICUM IN SCHOOL PSYCHOLOGY ISSUES 3**

This course provides an orientation to critical issues in the field of school psychology including roles and functions, the culture of schools and strategies for change, and legal and ethical issues. Guest speakers, group discussions, and a series of planned school experiences are utilized to provide a conceptual framework for the study of school psychology.

*Prerequisite: Approved certification candidacy in the School Psychology Program.*

**PSYC 573 PHYSIOLOGICAL PSYCHOLOGY 3**

The physiological bases of normal and abnormal behavior with emphasis on the anatomy, physiology, and pathology of the human nervous system are discussed. Starting with the nerve cell, the course progresses through the receptors, spinal cord, cortical and subcortical structures, psychosurgery, biofeedback, and other topics.

**PSYC 574 INDIVIDUAL INTELLIGENCE TESTING 3**

Students learn how to administer, score and interpret individual intelligence tests. Theories of intelligence and the appropriateness of the tests to specific populations are discussed. Students administer and report on the three Wechsler Intelligence Scales and the Stanford-Binet.

*Prerequisite: Approved certification candidacy in the School Psychology Program.*

**PSYC 575 PROJECTIVE TECHNIQUES I 3**

The basic instruments of projective testing, particularly the Rorschach and the Thematic Apperception Test (TAT), are reviewed from the standpoints of basic research and the mechanics of administration and scoring.

*Prerequisite: Approved certification candidacy in the School Psychology Program.*

**PSYC 576 PROJECTIVE TECHNIQUES II 3**

This course involves advanced theoretical aspects and practical application of projective tests. Students are required to administer and score tests, and to analyze individual cases, including supervised cases at the University Psychoeducational Center. An introduction to report writing is provided. The major emphasis is on the Rorschach, the Thematic Apperception Test, and projective drawings. Other assessment instruments are also included.

*Prerequisites: PSYC 574, 575, and approved certification candidacy in the School Psychology Program.*

**PSYC 578 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3**

This course surveys the theory, construction and application of psychological tests. Topics include the statistical concepts underlying measurement; reliability and validity; critical analyses of selected intelligence, ability and personality tests; evaluation and interpretation of test data in practical situations; and the role of testing in clinical, educational and remedial settings.

*Prerequisite: An undergraduate psychology statistics course or equivalent.*

**PSYC 580 PERSONALITY 3**

The objectives of this course are to provide a comprehensive summary of several major contemporary theories of personality including psychoanalytic, humanistic, behavioristic and cognitive approaches; to present the student with a conceptual framework to compare and evaluate each theory; to investigate relevant research; and to consider practical applications of each theory.

*Prerequisite: PSYC 561.*

**PSYC 582 BEHAVIOR MODIFICATION 3**

This course reviews applications of conditioning principles to changing human behavior in clinical, educational, occupational and community settings. Selected topics include operant and classical conditioning, social learning theory, token economies, experimental design, cognitive behavior modification, aversive control, cognitive restructuring, biofeedback, and ethical issues in behavior modification. The course is designed to enable students to construct and implement behavior modification programs.

*Prerequisite: An undergraduate course in learning or the equivalent.*

**PSYC 583 SENSATION AND PERCEPTION 3**

The full range of visual processing phenomena, from sensory processing to memory and thinking, is presented in this course. Topics covered include psychophysics. The physiological bases of vision, involvement of cognitive processes in perception, perceptual development, and psychoaesthetics. The course also examines hearing, the skin senses, smell and taste.

*Prerequisite: An undergraduate experimental psychology course or instructor's permission.*



**PSYC 593 CLINICAL INTERVIEWING 3**

This course integrates the theory and practice of clinical interviewing. The goals of this course are to facilitate the development of the student's listening, diagnostic, and therapeutic interviewing skills.

*Prerequisite:* 12 graduate credits in psychology or related fields.

**PSYC 600 THESIS I 4**

Students attend a one-semester seminar to review the research process, develop individual research proposals under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their research in a written M.A. thesis, and take an oral examination upon completion of the thesis. Students normally attend the seminar in a semester preceding registration for this course.

*Prerequisite:* Permission of thesis advisor.

**PSYC 610 DIAGNOSTIC CASE STUDIES 3**

This course provides integration of assessment and diagnostic skills within the context of school psychological services. Theoretical and practical issues of differential diagnosis are reviewed in depth. Communication of findings through written reports and oral feedback to significant parties is stressed. The development of intervention plans, including the individual educational program, are reviewed. In addition to other assignments, students work as supervised members of child study teams at the University Psychoeducational Center.

*Prerequisites:* Approved certification candidacy in the School Psychology Program; PSYC 576.

**PSYC 612 SPECIAL DIAGNOSTIC TECHNIQUES 3**

This course is designed for students who are already competent in basic individual assessment theory and methods. Recent advances in assessment theory and practice are discussed and the knowledge is applied through the administration of test batteries, the development of intervention strategies, and the writing of reports.

*Prerequisites:* PSYC 574, 575; permission of school psychology graduate advisor.

**PSYC 658 SEMINAR IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3**

This course covers the most recent advances, issues and problems in the field through technical literature, legislation, judicial decisions, research techniques, and consulting practice in order to provide knowledge and application skills. Each student critiques technical literature and reviews the development of topics in the field.

*Prerequisite:* Matriculation in the I/O program and completion of specialization courses.

**PSYC 659 SPECIAL TOPICS SEMINAR IN PSYCHOLOGY 3**

This course provides an in-depth view of important theoretical and methodological issues in various areas of psychology. It is designed to permit faculty with particular interests and expertise to provide students with a comprehensive analysis of a selected contemporary issue (or issues) in psychology.

*Prerequisite:* Completion of 15 or more credits in one's program or permission of instructor.



**PSYC 660 CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY 3**

Several important contemporary theoretical, applied and methodological issues in various areas of educational psychology are selected by the class for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.

*Prerequisites: PSYC 510, 560, and matriculation in psychology.*

**PSYC 661 PRACTICUM IN SCHOOL PSYCHOLOGY 3**

The student receives supervised experience in assessment, counseling and consultation procedures. The course is designed to increase the student's competence in psychological skills required in school settings.

*Prerequisites: Approved certification candidacy in the School Psychology Program and permission of graduate advisor.*

**PSYC 662 SCHOOL PSYCHOLOGY EXTERNSHIP 3**

Students serve as apprentice psychologists in cooperating school districts or agencies. A fully certified school psychologist, employed in the cooperating district, or an appropriate clinician and the college supervisor make periodic visits and conduct a series of seminars to be scheduled on campus.

*Prerequisites: Approved certification candidacy in the School Psychology Program and permission of graduate advisor.*

**PSYC 663 INDEPENDENT STUDY 1 - 3**

The student conducts an individual project under the supervision of a professor in the department.

*Prerequisite: Permission of instructor.*

**PSYC 667 ABNORMAL PSYCHOLOGY 3**

This course focuses on theoretical models and selected research in psychopathology. Topics include contemporary nosology, diagnostic problems, schizophrenia, anxiety and affective disorders, social deviance, somatoform and psychophysiological syndromes, and therapeutic intervention.

*Prerequisite: PSYC 561.*

**PSYC 670 INTRODUCTION TO PSYCHOTHERAPY 3**

This course surveys theories, research and practices in individual and group psychotherapy, and introduces the student to various treatments for emotional maladjustment and behavioral pathology.

*Prerequisite: Permission of instructor.*

This course is a supervised, two semester, clinical experience designed to provide the skills necessary for professional practice in Mental Health Clinics or other settings where there is a significant Hispanic clientele. On-site supervision will take place under the direction of a fully licensed clinical psychologist (the field-based supervisor) in close cooperation with the Bilingual Clinical Program Director at Montclair State. The student will also meet with a Montclair State faculty supervisor on a weekly basis. At least one of the supervisors will be a bilingual/bicultural individual. A contract will be signed between the student intern, field-based supervisor and the Montclair faculty supervisor before the start of the internship.

*Prerequisites: Matriculated status in the Clinical Psychology for Spanish/English Bilinguals Concentration and permission of the program director.*

# READING

*Chairperson: Dr. Joy Stone*

*Graduate Advisors:*

*Reading: Dr. Maria Schantz*

*Dr. Joy Stone*

*Educational Media: Mr. Robert Ruezinsky*

The Department of Reading and Educational Media prepares professionals for leadership roles in education and provides services to the campus and community. In addition to the MA in Reading, course work leads to certification for Reading Teacher, Reading Specialist, Associate Media Specialist and Media Specialist.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN READING

### ADMISSION REQUIREMENTS

Provision is made in this program to matriculate students who have demonstrated interest and ability suitable to reading education. Applicants shall furnish acceptable evidence of talent appropriate for competence in reading instruction. Letters of recommendation from the school system superintendent or the school building principal will be acceptable. Final matriculation is the departmental decision; prerequisites will be determined by departmental advisement. This program provides preparation for careers as:

- Reading specialists and teachers in schools and recreational centers
- Reading diagnosticians and instructors in hospitals and clinics
- Reading consultants in business and industry
- Reading research/development specialists in government agencies
- Workshop leaders for publishing houses.

This program can also provide certification as:

- A New Jersey Reading Teacher
- A New Jersey Reading Specialist

### PROGRAM REQUIREMENTS

I.	Basic Professional Education .....	6
	ELRS 503 Methods of Research (required) .....	3
	An elective (with department approval) .....	3
II.	Required Courses in Reading .....	18
	READ 500 The Nature of Reading .....	3
	READ 502 Administration and Supervision of Reading Programs .....	3
	READ 511 Case Studies of Reading Difficulties .....	3

READ 513	Supervised Clinical Practicum, Part I .....	3
READ 514	Supervised Clinical Practicum, Part II .....	3
READ 505	Research Seminar in Reading .....	3
	(written permission required)	
III.	Elective Course in Reading .....	3
	Students must take additional reading electives in order to meet specialization requirements.	
READ 501	Techniques of Reading Improvement in Secondary Schools .....	3
READ 503	Literature for Adolescents .....	3
READ 504	Literacy Needs of Adult Learners .....	3
READ 506	Reading Resources .....	3
READ 507	Understanding Reading Comprehension .....	3
READ 508	Critical Thinking and Literacy .....	3
READ 510	Field Experience in Reading .....	3
READ 512	Seminar in Reading Difficulties .....	3
READ 600	Workshop in Contemporary Issues in Reading .....	1-3
IV.	Free Electives .....	6
	Any graduate courses offered by the University.	
V.	Additional Department Requirements:	
	A. Supervised clinical experience within the framework of required courses and/or in addition to course work. Arrangements will be made to provide this experience in the Montclair State University Reading Center.	
	B. A written comprehensive examination, supplemented if necessary by an oral examination, or an equivalent comprehensive experience determined by the department.	
	C. A reading portfolio containing representative work and personal contributions in reading will be compiled by the student. This portfolio will be used to diagnose students' strengths and weaknesses as they progress through the program.	

Minimum: 33 semester hours

## TEACHER CERTIFICATION

Reading courses for initial certification in any teaching field are:

READ 407	Reading: Theory and Process .....	3
READ 408	Reading: The Content Areas .....	3

## PROGRAM LEADING TO THE READING SPECIALIST CERTIFICATE

Minimum Requirements: Initial teaching certificate, two years of teaching experience and a program of 30 hours of study. See advisor for further information.



## EDUCATIONAL MEDIA

The instructional media courses offered below are available as a sequence of study to meet the Educational Media Specialist certification requirements. Persons wishing to prepare for one of the two certificates should arrange for a conference with the proper advisor.

A master's degree and a standard New Jersey Teacher's Certificate are required as prerequisites to the issuing of the Educational Media Specialist Certificate. A bachelor's degree and a standard New Jersey Teacher's Certificate are required as prerequisites to the issuing of the Associate Educational Media Specialist Certificate, which requires a minimum of 18 credits of instructional media courses. Course descriptions for the related undergraduate program leading to this last certificate are provided in the undergraduate catalog.

The following senior/graduate level courses are open to graduate students pursuing certification under the National Association of State Directors of Teacher Education and Certification standards for Educational Media Specialist and Associate Educational Media Specialist certification. Approval of graduate advisor is required for inclusion in a program of study.

MEDI 401	Fundamentals of Cataloging and Classification .....	3
MEDI 402	Reference and Bibliography for School Resource Centers .....	3
MEDI 403	Reading Materials for Children and Youth (Selection and Evaluation) .....	3

## READING

### Course Descriptions

	Semester Hours
<b>READ 407 READING: THEORY AND PROCESS</b>	<b>3</b>
Designed for classroom and non-classroom personnel whose major responsibility is instructing students. Major focus will be on developing those skills, understandings and competencies in the nature of the reading process, in specific word recognition and comprehension strategies, and in classroom diagnostic techniques.	
<i>Prerequisite: CURR 200, PSYC 101, 200 and formal admission to the Teacher Education Program.</i>	
<b>READ 408 READING: THE CONTENT AREAS</b>	<b>3</b>
Designed to enable content area teachers to understand the developmental nature of the reading process and employ specific techniques to facilitate and improve reading competencies.	
<i>Prerequisite: CURR 200, PSYC 101, 200 and formal admission to the Teacher Education Program.</i>	
<b>READ 500 THE NATURE OF READING</b>	<b>3</b>
The foundations of reading: the nature of the reading process, readiness, beginning instruction, current practices in the teaching of reading in early childhood and elementary education, a reappraisal of the role of reading in a technological society.	

**READ 501 TECHNIQUES OF READING IMPROVEMENT 3**

**IN THE SECONDARY SCHOOL**

The improvement of nonclinical reading difficulties in the content subjects. For the subject area teacher and the beginning reading specialist. Secondary school reading needs and specific suggestions for guiding the slow, average, and gifted student in a classroom situation.

**READ 502 ADMINISTRATION AND SUPERVISION OF 3**  
**READING PROGRAMS**

The more complex aspects of organizing and administering reading programs: theory and techniques of leadership, program development, organization of inservice programs, developing a budget, methods of evaluation, etc. Essential background for reading specialists to establish or administer a functional school reading program.

**READ 503 LITERATURE FOR ADOLESCENTS 3**

Background for the development of recreational reading programs in junior and senior high schools. Literature written for students, as well as literature intended to be read widely by adolescents, criteria for book selection, censorship, role of mass media, minority group identification through books, bibliotherapy, bibliographic tools, and the importance of the librarian.

**READ 504 LITERACY NEEDS OF ADULT LEARNERS 3**

For instructors of out-of-school youth and adults. Language learning and related psychological factors; methodology and reading instruction; literature and the reading program and innovations in reading instruction.

**READ 505 RESEARCH SEMINAR IN READING 3**

Problems in the field of reading suggested by the educational events and trends, the members of the class, and the educational movements in New Jersey, the country, and the world. Each student will execute an individual research effort.

*Prerequisite: Written permission of advisor.*

**READ 506 READING RESOURCES 3**

Software, hardware, multi-media and multi-sensory materials available in schools and in adjunct facilities; philosophic, psychological and academic considerations of reading resources. Video tape demonstrations of materials.

**READ 507 UNDERSTANDING READING COMPREHENSION 3**

This course provides an understanding of the processing of visible language, particularly the types found in written texts used in educational settings. The instructor will explore with the participants the affective, cognitive, linguistic, pragmatic, and textual variables pertaining to the formulation of meaning in reading. The eventual outcome of the course will be the creation of a conceptual framework for the comprehensibility of written materials in terms of the interaction among the reader, the text, and other pragmatic variables.

*Prerequisites: READ 500, 501.*

**READ 508 CRITICAL THINKING AND LITERACY 3**

This course offers a critical thinking framework for the communication arts with an emphasis on reading comprehension, writing, and discussion. Relevant psychological sociological and philosophical theories will be studied and applied to texts that are representative of diverse genres and cultures and that challenge conventional beliefs.

**READ 510 FIELD EXPERIENCE IN READING 3**

Agencies and programs dealing with reading. Students observe, participate and report activities of the agencies. For students in long-range research, students with limited teaching experience, and students who need additional field and clinical experience. Independent study.

*Prerequisite: Permission of reading advisor.*

**READ 511 CASE STUDIES OF READING DIFFICULTIES 3**

This is a basic course in learning the techniques for diagnosing reading difficulties; for evaluating the most frequently used tests and inventories; the actual testing of a child with reading problems. Group and individual tests, survey and diagnostic tests, and standardized and informal tests; reporting to parents, schools and agencies. The course develops skills in diagnosing reading problems for individuals which will be used by the clinician for treating remedial and corrective students. Additional diagnostic hours arranged.

*Prerequisite: READ 500 and instructor's permission.*

**READ 513 SUPERVISED CLINICAL PRACTICUM, PART I 3**

For advanced students and specialists involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from the classes in the reading laboratory. Additional tutoring hours will be arranged.

*Prerequisite: Written permission of the instructor required.*

**READ 514 SUPERVISED CLINICAL PRACTICUM, PART II 3**

For advanced students and specialist involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from the classes in the reading laboratory. Additional tutoring hours will be arranged.

*Prerequisite: Written permission of the instructor required.*

**READ 600 WORKSHOP IN CONTEMPORARY ISSUES 1 - 3**  
**IN READING**

This workshop course will deal with contemporary issues in reading instruction, basic skills, literature, cultural literacy and critical thinking. Each workshop will be topic-specific. Faculty determine topic selection according to timely public policy issues and philosophical concerns. Collaborative research between workshop faculty and participants will be emphasized. Students may register for no more than six credits.



# EDUCATIONAL MEDIA

## Course Descriptions

			Semester Hours
<b>MEDI 401</b>	<b>FUNDAMENTALS OF CATALOGING AND CLASSIFYING EDUCATIONAL RESOURCES</b>		<b>3</b>
Covers principles involved in cataloging and classification of print and non-print materials according to established classification schemes. Extensive practice through laboratory experience provided.			
<b>MEDI 402</b>	<b>REFERENCE AND BIBLIOGRAPHY FOR SCHOOL RESOURCE CENTERS</b>		<b>3</b>
An examination and analysis of basic reference materials with emphasis on those most useful in library resource centers. Encyclopedia, dictionaries, geographical and statistical sources as well as bibliographies are included.			
<b>MEDI 403</b>	<b>READING MATERIALS FOR CHILDREN AND YOUTH (SELECTION AND EVALUATION)</b>		<b>3</b>
A study and evaluation of library materials provided by the modern school media center to meet the needs of youth. Extensive critical reading of books for children and young adults is required. Principles of book selection are emphasized and experience in the use of selection tools is provided. The point of view relates the library collection to the total school program.			
<b>MEDI 500</b>	<b>MEDIA, TECHNOLOGY, AND LEARNING IN THE CURRICULUM</b>		<b>3</b>
The organizing and integrating of media in school curricula and other educational programs. Identifying instructional purposes and defining roles for technology and media in learning and teaching. Examining and comparing curriculum designs for their concordance with the procedures of technology in education. Selection and evaluation of materials.			
<b>MEDI 520</b>	<b>PRODUCTION OF MATERIALS FOR MEDIA TECHNOLOGY</b>		<b>3</b>
For developing advanced proficiency in preparing audio, photographic, and graphic materials. Especially for persons charged with materials preparation in media centers. Laboratory instruction.			
<b>MEDI 521</b>	<b>DESIGN OF INNOVATIVE CURRICULUM RESOURCES</b>		<b>3</b>
Emphasis systems design, software, program development, creative development of media for special learning situations, basic design of programmed instruction and multi-media techniques.			
<i>Prerequisite: MEDI 520.</i>			
<b>MEDI 540</b>	<b>TELEVISION PRODUCTION IN EDUCATION</b>		<b>3</b>
Combination lecture, laboratory and seminar experiences in television, elements of television set design, functions of floor director, control room operations and basic television directing.			



- MEDI 541 TELEVISION PROGRAMMING IN EDUCATION: INDEPENDENT STUDY 3**
- Combination lecture, laboratory and seminar in programming, conceptual creativity, pre-planning, execution of ideas and evaluation of presentations. Selection and design of hardware.
- Prerequisite: MEDI 540 or equivalent course, instructor's permission.*
- MEDI 550 ADMINISTRATION AND SUPERVISION OF MEDIA IN EDUCATION 3**
- Provides training for management of integrated instructional resources programs. Emphasis is on the practical day-to-day problems of control, production, acquisition, utilization, finance, staffing, organization and evaluation for the provision of media and technology in educational enterprises. Additional attention is given to community relationships and special services.
- MEDI 570 DEVELOPING MATERIALS FOR COMPUTER TECHNOLOGY IN TRAINING AND EDUCATION 3**
- Design, organization and presentation of subject matter in computer based instruction. Emphasizes user-friendly modes. Includes media insertion, storyboarding, flow design, pseudocoding, and pedagogical control. Investigates authoring systems and languages. Does not include programming training.
- MEDI 610 RESEARCH AND DEVELOPMENT SEMINAR IN INSTRUCTIONAL TECHNOLOGY AND RESOURCES 3**
- A seminar on application of research findings to the design and utilization of instructional media and resources. Emphasis is on the extraction of practical utilization based upon research findings.
- MEDI 615 SUPERVISED FIELD EXPERIENCE FOR EDUCATIONAL MEDIA CERTIFICATION 3**
- Students are assigned work within an educational media center, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the media specialist. A written report on the activity will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

# SOCIAL SCIENCES

## MASTER OF ARTS DEGREE REQUIREMENTS

The Master of Arts program in Social Sciences is designed to accomplish four main objectives:

1. To provide the opportunity for students to acquire advanced knowledge in one of the major areas of the social sciences and history.
2. To acquaint the student with the interrelatedness of these various fields as well as their relationship to other disciplines.
3. To familiarize students with the particular methodologies and specialized problems of his or her field.
4. To provide students with the background to do creative and independent work both during and after their graduate careers.

Specifically, the program offers advanced study in anthropology, economics, geography, history, sociology, and urban studies. Degree candidates do a major portion of their work and prepare for a final comprehensive examination in one of these concentrations. The program also provides flexibility for interdisciplinary study in certain areas and is designed mainly for students who wish to work toward the degree on a part-time basis.

While teachers seeking to keep up-to-date in their fields or preparing for specialized secondary school subjects will constitute an important segment of the graduate student body, degrees in the social sciences and history are increasingly being pursued by (a) individuals seeking to change fields or professions, (b) individuals planning career advancement, and (c) individuals returning to the academic world after a hiatus of some time. A significant number of graduates of the program have pursued doctoral work successfully at major universities. The program's flexibility has also been utilized to enhance careers in business, government, politics, community service agencies, museum work, urban planning, etc. Student constituencies are able to achieve their respective purposes by following one of the tracks or specializations within the program.

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. For candidates with weak undergraduate preparation in the field of concentration, prerequisite courses, not for graduate credit, may be required.

## ANTHROPOLOGY CONCENTRATION

*Graduate Advisor: Dr. Kenneth Brook*

I.	Required Course .....	3
	*ANTH535 Ethnology .....	3
	*Anthropology elective may be substituted for candidates with proper equivalent course experience.	
II.	Anthropology Electives .....	12 - 15
	ANTH 530 Anthropology of Institutional Life .....	3
	ANTH 532 Anthropology of Cities .....	3
	ANTH 536 Cultural Diversity .....	3
	ANTH 537 Responding to Cultural Change .....	3
	ANTH 538 Ethnopsychology .....	3
	ANTH 539 Prehistoric North America .....	3
	ANTH 542 Contract Archaeology .....	3
	ANTH 543 Applied Medical Anthropology .....	3
	ANTH 544 Development Anthropology .....	3
	ANTH 545 Anthropology and International Communication .....	3
	ANTH 547 Woman: A Cross-Cultural Perspective .....	3
	ANTH 601 Independent Anthropological Research .....	3
III.	Related Social/Behavioral Science and/or History Electives .....	6-9
	(Outside concentration area)	
IV.	Free Electives .....	6
V.	Reading Seminar and Comprehensive Examination .....	2
	ANTH 603 Reading Seminar in Anthropology	
	Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600, Thesis (4 semester hours) in lieu of the comprehensive examination.	
	Minimum: 32 semester hours	

### Modified Concentration

(Recommended for students with undergraduate majors or minors in anthropology, or equivalent interdisciplinary backgrounds.)

With the approval of the graduate advisor, qualified students may develop modified concentrations in applied anthropology, cross-cultural studies, or ethnopsychology. Independent Anthropological Research (ANTH 601) and Reading Seminar and Comprehensive Examination (ANTH 603) are required courses for students in this category, together with courses appropriate to student needs and interests.

A maximum of 9 semester hours of senior-graduate courses may be elected with permission of the graduate advisor. Course descriptions may be found in the current undergraduate catalog: e.g.,

- ANTH 406 Anthropology of Aging and the Aged
- ANTH 410 Field Methods: Visual Anthropology
- ANTH 411 Archaeological Field Methods

- ANTH 413 Medical Anthropology  
 ANTH 420 Internship in Anthropology

*Note: For information on the Combined Bachelor and Master of Arts in Practical Anthropology, please refer to Practical Anthropology in the catalog index.*

## ECONOMICS CONCENTRATION

*Graduate Advisor: Dr. Harold D. Flint*

The Master of Arts in Social Science: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit. Candidates interested in Economics as an area of concentration should contact the graduate advisor or the chairperson of the department for information.

- I. Required for all but undergraduate Economics majors:
  - ECON 501 Economic Analysis ..... 3
- II. Economics Electives ..... 12 - 15
  - ECON 502 Financial Institutions and Monetary Policy ..... 3
  - ECON 503 Economic Problems of the Third World ..... 3
  - ECON 505 Aggregate Economics ..... 3
  - ECON 508 Economics of Public Management ..... 3
  - ECON 510 Urban Economics: Problems and Policies ..... 3
  - ECON 533 Corporations and International Financial Markets ..... 3
  - ECON 541 Foundations of Contemporary Economic Thought ..... 3
  - ECON 542 Economic Fluctuations and Forecasting ..... 3
  - ECON 543 United States and the World Economy ..... 3
  - ECON 544 Government and Business ..... 3
  - ECON 545 Economics of Labor ..... 3
  - ECON 575 Independent Study in Economics ..... 1 - 3
  - ECON 577 Selected Topics in Economics ..... 3
- III. Related Social/Behavioral Science and/or History ..... 6 - 9
- IV. Free Electives ..... 6
- V. Reading Seminar and Comprehensive Examinations ..... 2
  - ECON 603 Reading Seminar in Economics
  - Independent study in preparation for written examination given in March and October.

Minimum: 32 semester hours



## HISTORY CONCENTRATION

*Graduate Advisor: Dr. Robert E. Cray*

		Semester Hours
I.	Required Courses .....	3
	HIST 501 New Interpretations in History .....	3
	or	
	HIST 502 History and the New Social Studies .....	3
II.	History Electives .....	12 - 15
	HIST 501 New Interpretations in History .....	3
	HIST 511 Seminar in American Colonial History .....	3
	HIST 512 The American Revolution, 1763-1787 .....	3
	HIST 513 Problems of the New Nation, 1789-1828 .....	3
	HIST 514 The Crisis of American Nationalism, 1828-1876 .....	3
	HIST 515 Culture and Consciousness:	
	Women in Nineteenth Century America .....	3
	HIST 517 Age of Franklin D. Roosevelt .....	3
	HIST 518 Urban History: National Trends in N.J. Cities .....	3
	HIST 519 America Since 1945 .....	3
	HIST 520 United States Far Eastern Relations .....	3
	HIST 521 Civil War and Revolution in Chinese History .....	3
	HIST 522 Revolutionary Russia, 1905-1921 .....	3
	HIST 523 History of Soviet Diplomacy .....	3
	HIST 525 History of American Labor, 1870-1970 .....	3
	HIST 526 The Industrialization of America, 1865-1900 .....	3
	HIST 527 Industrialization of Europe .....	3
	HIST 529 Europe of the Dictators, 1919-1939 .....	3
	HIST 532 Modernization in Japanese Cultural History .....	3
	HIST 533 French Revolution and Napoleon .....	3
	HIST 534 France of the Republics .....	3
	HIST 537 Nineteenth Century European Intellectual History .....	3
	HIST 540 Europe as a World Civilization .....	3
	HIST 541 Asian Civilization-Comparative Cultural History .....	3
III.	Related Social/Behavioral Science Electives .....	6 - 9
IV.	Free Electives .....	6
V.	Reading Seminar and Comprehensive Examination .....	2
	HIST 603 Reading Seminar in History	
	Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600 Thesis (4 semester hours) in lieu of the comprehensive examination.	

Minimum: 32 semester hours

**SOCIOLOGY CONCENTRATION**

*Graduate Advisor: Dr. Janet Ruane*

I.	Required Courses .....	6
	SOCI 560 Sociological Theory .....	3
	SOCI 568 Social Research Methods I .....	3
II.	Sociology Electives .....	14-15
	SOCI 500 Introduction to Applied Sociology .....	3
	SOCI 556 Computer Applications in Sociology .....	3
	SOCI 559 Sociology of Deviance .....	3
	SOCI 562 Social Change .....	3
	SOCI 563 Self and Society .....	3
	SOCI 564 Social Planning and Social Policy .....	3
	SOCI 565 Sociology of Youth .....	3
	SOCI 566 The Metropolitan Community .....	3
	SOCI 567 Power and Social Stratification .....	3
	SOCI 569 Social Research Methods II .....	3
	SOCI 570 Independent Projects .....	3
	SOCI 571 Seminar in Applied Sociological Inquiry .....	3
	SOCI 572 Selected Problems in Sociology .....	3
	SOCI 574 Sociology of Ethnic Relations .....	3
	SOCI 576 The Family as an Institution .....	3
	SOCI 577 Sociology of Poverty in the U.S. ....	3
	SOCI 578 Community Resources and Aging .....	3
	SOCI 579 Community Resources and Youth .....	3
	SOCI 581 Sociological Perspectives on Health and Medicine .....	3
	SOCI 582 The Sociology of Health Care Systems .....	3
	SOCI 584 The Sociology of the Criminal Justice System .....	3
	SOCI 585 The Sociology of Police .....	3
	SOCI 587 The Sociology of Juvenile Delinquency .....	3
	SOCI 588 Aging Individual in an Aging Society .....	3
	SOCI 589 Social Epidemiology .....	3
	SOCI 590 Sociology of the Life Course .....	3
	SOCI 591 The Sociology of Unequal Development .....	3
	SOCI 595 Internship in Applied Sociology: Crime and Justice .....	3
	SOCI 596 Internship in Applied Sociology: Aging .....	3
	SOCI 597 Internship in Applied Sociology: Health and Illness .....	3
	SOCI 598 Internship in Applied Sociology: Social Research and Policy .....	3
	SOCI 603 Reading Seminar in Sociology .....	2
III.	Related Social/Behavioral Science and/or History Electives .....	6
IV.	Free Electives .....	6
V.	Comprehensive Examination .....	

Minimum: 32-33 semester hours

\*For Master of Arts in Applied Sociology, please refer to catalog index.

# SOCIAL SCIENCES

## Anthropology Course Descriptions

	Semester Hours
<b>ANTH 530 ANTHROPOLOGY OF INSTITUTIONAL LIFE</b>	<b>3</b>
An analysis of the relationship between culture, society, personality and institutional life. Emphasis is placed on the relationship between formal organizations and public interests.	
<b>ANTH 532 ANTHROPOLOGY OF CITIES</b>	<b>3</b>
A cross-cultural investigation of urbanism and urbanization. Utilizing anthropological monographs, the comparative method will be employed to discover recurrent patterns of adaptation to urban environments.	
<b>ANTH 535 ETHNOLOGY</b>	<b>3</b>
A graduate introduction to the "science of peoples, their cultures and life histories as groups." Ethnographic and ethnological methodology and theory. Primarily for graduate students with limited or no previous course work in cultural anthropology.	
<b>ANTH 537 RESPONDING TO CULTURE CHANGE</b>	<b>3</b>
Emphasis on the dynamics of cultural preservation, transmission, and change. Factors and conditions which retard and/or stimulate culture change are considered in transcultural perspective. A unit of study is devoted to the psycho-cultural consequences of rapid change.	
<b>ANTH 538 ETHNOPSYCHOLOGY</b>	<b>3</b>
This is an interdisciplinary course on convergencies of theoretical and methodological concepts from anthropology and psychology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with PSYC 538.	
<i>Prerequisite: Undergraduate work in psychology or anthropology.</i>	
<b>ANTH 542 CONTRACT ARCHAEOLOGY</b>	<b>3</b>
The course provides a comprehensive knowledge of cultural resource surveys. Included is the study of the federal and state legislation governing contract archaeology. Other topics include: Ethics, reading engineering plans, interviewing local informants, conducting documentary research and discussing various subsurface testing strategies. To gain practical experience, the student is required to prepare a cultural resource survey.	
<i>Prerequisite: ANTH 205 or instructor's permission.</i>	
<b>ANTH 543 APPLIED MEDICAL ANTHROPOLOGY</b>	<b>3</b>
This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.	
<i>Prerequisite: ANTH 413 or instructor's permission.</i>	
<b>ANTH 544 DEVELOPMENT ANTHROPOLOGY</b>	<b>3</b>
A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.	

**ANTH 545 ANTHROPOLOGY AND INTERNATIONAL  
COMMUNICATION**

**3**

This course provides students with the knowledge of how to apply anthropological concepts to the practical world of international business, diplomacy and service. It focuses on the integration of verbal and nonverbal communication, as well as on cultural and personal values in the context of differences (rather than similarities) between members of different countries/cultures. Emphasis is placed on educating students on how to interact and communicate in new cultural and/or international settings.

**ANTH 547 WOMAN: CROSS-CULTURAL PERSPECTIVE**

**3**

Physiological and psychological aspects of women studied cross-culturally, and their implications for contemporary society. Morphological and psychological development from conception to death in various cultures; inferences about the roles of women in American society.

**ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH**

**3**

Under faculty guidance, the student works independently throughout the academic year on a delimited problem in anthropology. Course includes presentation of proposal, execution and write-up of research, and oral defense of findings.

*Prerequisites: Permission of the graduate advisor and instructor.*

**ANTH 603 READING SEMINAR IN ANTHROPOLOGY**

**2**

Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination.

**Economics Course Descriptions**

**ECON 501 ECONOMIC ANALYSIS**

**3**

The resource allocation and distribution of income implications of a market-oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand and the theoretical cost structure of firms.

**ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY**

**3**

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.

*Prerequisite: ECON 501.*

**ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD**

**3**

A survey of major economic problems of the Third World, examination of the economic structure of developing countries and of general theories of economic development, critical evaluation of various policy alternatives for their development, analysis of possible economic relationships between First and Second Worlds with the Third World.

*Prerequisite: ECON 501.*



**ECON 505 AGGREGATE ECONOMICS 3**

This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models, the course examines current research and reviews the economy's recent macroeconomic performance.

*Prerequisite: ECON 501.*

**ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision making processes of government and alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

*Prerequisite: ECON 501.*

**ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and nonmarket phenomena.

*Prerequisite: ECON 501.*

**ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them.

*Prerequisite: ECON 501.*

**ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; and the uses and limitations of economic theory.

*Prerequisite: ECON 501.*

**ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod-Domar model and other modern theories of growth.

*Prerequisite: ECON 505.*

**ECON 543 UNITED STATES AND THE WORLD ECONOMY 3**

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

*Prerequisite: ECON 505.*

**ECON 544 GOVERNMENT AND BUSINESS 3**

The evolution of government influences on the functioning of the American economy; the causes and consequences of government regulation and control, and the importance of economic analysis in the foundation of public policies.

*Prerequisite: ECON 501.*

**ECON 545 ECONOMICS OF LABOR****3**

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits, and industrial peace.

*Prerequisite: ECON 501.*

**ECON 575 INDEPENDENT STUDY IN ECONOMICS****1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA director must be secured prior to enrolling in this course when taken in the MBA program. Written permission of the department chair and the instructor must be secured prior to enrolling in this course when taken in the MA program in Social Science, concentrating in Economics.*

**ECON 577 SELECTED TOPICS IN ECONOMICS****3**

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**ECON 603 READING SEMINAR IN ECONOMICS****2**

Required of all masters degree candidates concentrating in Economics. This seminar entails directed independent study in preparation for a 3-hour written comprehensive examination.

### **History Course Descriptions**

**HIST 501 NEW INTERPRETATIONS IN HISTORY****3**

Designed to help students keep up to date in the fields of American, European and Non-Western history. Major trends and developments in the study of history in the light of recent representative examples of historical research and interpretation.

*Prerequisite: Open only to history candidates or students with social studies certification.*

**HIST 502 HISTORY AND NEW SOCIAL STUDIES****3**

Designed to assist teachers, administrators and supervisors in acquiring a comprehensive view of modern materials, methods and curricula in history and the social sciences.

*Prerequisite: Open only to students with social studies certification, or permission of the instructor.*

**HIST 511 SEMINAR IN AMERICAN COLONIAL HISTORY****3**

This course will examine the forces and conditions of the colonial period which contributed to the shaping of the characteristics of American political and economic institutions, social practices and ideas, intellectual outlooks, and attitudes.

*Prerequisite: Open only to history candidates or students with social studies certification, or permission of the instructor.*

**HIST 512 AMERICAN REVOLUTION, 1763-1787****3**

The causes and course of the American revolution from both British and American viewpoints, including analysis of economic, political, social and intellectual factors.

**HIST 513 PROBLEMS-NEW NATION, 1789-1828 3**

The growth of political institutions under the Constitution, the gaining of respect as a new country in the family of nations, the establishment of economic credit, and the rise of American nationalism.

**HIST 514 THE CRISIS OF AMERICAN NATIONALISM, 1838-1876 3**

The crisis in American nationalism from Jackson through Reconstruction as the country's constitution, party system, and social structure contended with the disruptive effects of territorial expansion, the factory system, slavery and the new immigration.

**HIST 515 CULTURE AND CONSCIOUSNESS: 3**  
**WOMEN IN NINETEENTH CENTURY AMERICA**

This course in the history of American women will focus on major themes in nineteenth century women's culture. It will explore the implications of industrialization and modernization for women, the construction of domestic ideology, the development of feminism, and the centrality of gender in nineteenth century life and culture. The emphasis of the course is antebellum, but will consider the implications of this legacy for post Civil War history. Readings will include contemporary scholarship as well as a selection of representative primary texts by and about nineteenth century American women.

**HIST 517 AGE OF FRANKLIN D. ROOSEVELT 3**

An opportunity to study that part of recent American history centering about Franklin Delano Roosevelt. While concentrating on domestic aspects of American life, attention is given also to foreign affairs and their impact on the daily lives of Americans.

*Prerequisite: Open only to history or social science candidates or students with social studies certification.*

**HIST 518 URBAN HISTORY: NATIONAL TRENDS IN 3**  
**NEW JERSEY CITIES**

An advanced survey of the urban dimension in American history and of urban history as a discipline. Late 19th and 20th century national trends are pinpointed within the development of Paterson, Passaic, Jersey City, Newark and their suburbs.

*Prerequisite: Open only to history or social science candidates or students with social studies certification.*

**HIST 519 AMERICA SINCE 1945 3**

This course studies the transformation of the Roosevelt coalition and its liberal policies since 1945 as they faced the challenge of the cold war abroad, and growing class and racial upheaval at home.

**HIST 520 UNITED STATES FAR EASTERN RELATIONS 3**

United States relations with China and Japan, 1842 to the present. The people who formulated and implemented U.S. foreign policy.

**HIST 521 CIVIL WAR AND REVOLUTION IN CHINESE 3**  
**HISTORY, 1911-1949**

The transformation of China from empire to Peoples Republic. Chinese concepts of revolution and the intellectual, political and social changes which preceded the formation of the Peoples Republic in 1949.

**HIST 522 REVOLUTIONARY RUSSIA, 1905-1921 3**

The historical forces of the 19th and 20th century Russia which led to the Bolshevik revolution of November, 1917 and to the consolidation of Soviet power by 1921.



**HIST 523 HISTORY OF SOVIET DIPLOMACY 3**

Changes in the ideological determinants of Soviet diplomacy contrasted with fluctuations in internal and external political and economic policies. Contributions of leading Soviet statesmen to diplomatic history.

**HIST 525 HISTORY OF AMERICAN LABOR, 1870-1970 3**

Study of the American worker from the period after the Civil War to the present, with concentration on social, political and economic behavior as well as the union movement.

**HIST 526 THE INDUSTRIALIZATION OF AMERICA, 1865-1900 3**

The causes and nature of the industrialization of the American economy after the Civil War; factors responsible for rapid economic growth; the impact of changing productive techniques on American institutions and human welfare.

*Prerequisite: Open only to history or social science candidates or students with social studies certification.*

**HIST 527 INDUSTRIALIZATION OF EUROPE 3**

European economic development with major attention to the period since about 1750. Comparing economic growth during the 19th and 20th centuries in Britain, France, Germany, Italy and Russia.

**HIST 529 EUROPE OF THE DICTATORS, 1919-1939 3**

The political, social, economic and intellectual developments in the major states of Western Europe during the interwar period, with emphasis on varieties of Fascism.

**HIST 532 MODERNIZATION IN JAPANESE CULTURAL HISTORY 3**

Modernization in East Asia with focus on Japan. Japanese experience in adjusting new world forces of the 19th and 20th centuries considered against the background of her traditional values and institutions. Comparisons with China and Korea.

**HIST 533 FRENCH REVOLUTION AND NAPOLEON 3**

The background of the French Revolution, its changing course and cast of characters during 1789-99, and the advent to power and imperial regime of Napoleon, 1799-1814.

**HIST 534 FRANCE OF THE REPUBLICS 3**

The development of modern France since 1870; political, economic and intellectual conditions and trends through the Third, Fourth and Fifth Republics.

**HIST 537 NINETEENTH CENTURY EUROPEAN INTELLECTUAL HISTORY 3**

Romantic, utilitarian, conservative, liberal and early existential streams of thought in 19th century Europe. The impact of these intellectual movements on European society.

*Prerequisite: Open only to History or Social Science candidates or students with social studies certification.*

**HIST 541 ASIAN CIVILIZATION - COMPARATIVE CULTURAL HISTORY 3**

Course compares and contrasts central value systems, kinship institutions, social stratification and the exercise of political power in traditional India, China and Japan. These topics are related to differing patterns of nationalism in the 19th and 20th centuries.



**HIST 603 READING SEMINAR IN HISTORY 2**

Required for all master's degree candidates concentrating in History, this seminar entails directed independent study in preparation for a three-hour written comprehensive examination in the area of concentration. Candidates should register to take the seminar in the semester preceding the examination date. Take the seminar in the fall if the examination is the following March; take the seminar in the spring if the examination is the following October.

**Sociology Course Descriptions**

**SOCI 500 INTRODUCTION TO APPLIED SOCIOLOGY 3**

This course will examine the ways in which sociology is applied in various non-academic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.

**SOCI 556 COMPUTER APPLICATIONS IN SOCIOLOGY 3**

One of the primary uses of computers in sociology is to summarize, describe and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.

*Prerequisite: An undergraduate course in statistics.*

**SOCI 559 SOCIOLOGY OF DEVIANCE 3**

The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).

**SOCI 560 SOCIOLOGICAL THEORY 3**

The practical and philosophical methods of the major sociological theorists are investigated and evaluated.

**SOCI 563 SELF AND SOCIETY 3**

The relationships between the human individual and his/her social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.

**SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3**

The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.

- SOCI 566 THE METROPOLITAN COMMUNITY 3**  
The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.
- SOCI 567 POWER AND SOCIAL STRATIFICATION 3**  
This course will analyze the role of class, status and power in industrial society, and consider the relationship between issues of social stratification and social environment.
- SOCI 568 SOCIAL RESEARCH METHODS I 3**  
This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.
- SOCI 569 SOCIAL RESEARCH METHODS II 3**  
Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.
- SOCI 570 INDEPENDENT PROJECTS 3**  
Student investigates a topic of sociological relevance under the guidance of a faculty member.  
*Prerequisite: Permission of instructor.*
- SOCI 571 SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY 3**  
Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.  
*Prerequisite: Permission of instructor.*
- SOCI 572 SELECTED PROBLEMS IN SOCIOLOGY 3**  
The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem. Formed at the initiative of a department member or in response to student's interest with consent of the instructor.
- SOCI 574 SOCIOLOGY OF ETHNIC RELATIONSHIPS 3**  
This course will analyze relationships among ethnic groups, and evaluate the causes, consequences and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.
- SOCI 576 THE FAMILY AS AN INSTITUTION 3**  
This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce and remarriage).

**SOCI 577 SOCIOLOGY OF POVERTY IN THE UNITED STATES 3**

This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.

**SOCI 578 COMMUNITY RESOURCES AND AGING 3**

This course examines resources for the aging within their communities. Additionally, it will acquaint students with services provided by public and private agencies and relevant federal and state legislation.

**SOCI 581 SOCIOLOGICAL PERSPECTIVES ON HEALTH AND MEDICINE 3**

This course will introduce the student to the interesting and complex relationships that exist between society, health and health care. Class lecture discussions will focus on the connections between social structure, the quality of the physical and social environment and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease and on the construction of medical knowledge.

**SOCI 584 THE SOCIOLOGY OF THE CRIMINAL JUSTICE SYSTEM 3**

This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed and treated, and offers a view of the system from both occupational and experiential perspectives.

**SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3**

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender; and the juvenile justice system, with an emphasis on treatment programs and facilities.

**SOCI 588 AGING INDIVIDUAL IN AN AGING SOCIETY 3**

This course examines the social causes of the "elder boom" as well as its consequences for family, education, the economy, politics and religion.

**SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3**

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

**SOCI 591 THE SOCIOLOGY OF UNEQUAL DEVELOPMENT 3**

This course will provide an analysis of the major sociological approaches to understanding the relations between societies at different levels of economic development, and the consequences of these relationships. Relationships between social institutions in the first and third worlds will be examined. Alternative strategies for dealing with poverty in the third world will be discussed.

**SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: CRIME AND JUSTICE 3**

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

**SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: AGING 3**

Student will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

**SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: HEALTH AND ILLNESS 3**

Student will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

**SOCI 598 INTERNSHIP IN APPLIED SOCIOLOGY: SOCIAL RESEARCH AND POLICY 3**

Student will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

**SOCI 603 READING SEMINAR IN SOCIOLOGY 2**

May be taken by master's candidates concentrating in sociology prior to the comprehensive examination. The seminar will focus on general theoretical and methodological material and relevant readings in the student's particular area of sociology.



# SOCIOLOGY

*Chairperson: Dr. David Dodd*

*Graduate Advisor: Dr. Janet Ruane*

## MASTER OF ARTS IN APPLIED SOCIOLOGY

The Master of Arts in Applied Sociology is designed to prepare master's candidates for nonacademic careers in the areas of policy development and research. Graduates may work in the public or private sectors in such fields as family planning, AIDS, homelessness, education, medical sociology, divorce law, and the like. The program will also prepare students for doctoral training in Applied Sociology or related fields such as public health, criminal justice, gerontology, and demography.

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. Because the required course in Computer Applications in Applied Sociology carries a prerequisite of at least one undergraduate course in statistics, students without this background may be required to complete a statistics course, not for graduate credit. For candidates with weak undergraduate preparation in the field of concentration, other prerequisite courses, not for graduate credit, may be required.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED SOCIOLOGY

I.	Required Courses .....	21
	SOCI 500 Introduction to Applied Sociology .....	3
	SOCI 556 Computer Applications in Sociology .....	3
	SOCI 560 Sociological Theory .....	3
	SOCI 564 Social Planning and Social Policy .....	3
	SOCI 568 Social Research Methods I .....	3
	SOCI 595- An Internship in Applied Sociology .....	3
	598	
	SOCI 571 Seminar in Applied Sociological Inquiry .....	3
II.	Sociology Electives .....	9-12
	SOCI 559 Sociology of Deviance .....	3
	SOCI 562 Social Change .....	3
	SOCI 563 Self and Society .....	3
	SOCI 565 Sociology of Youth .....	3
	SOCI 566 The Metropolitan Community .....	3
	SOCI 567 Power and Social Stratification .....	3
	SOCI 569 Social Research Methods II .....	3

SOCI	570	Independent Projects .....	3
SOCI	572	Selected Problems in Sociology .....	3
SOCI	574	Sociology of Ethnic Relations .....	3
SOCI	576	The Family as an Institution .....	3
SOCI	577	Sociology of Poverty in the U.S. ....	3
SOCI	578	Community Resources and Aging .....	3
SOCI	579	Community Resources and Youth .....	3
SOCI	581	Sociological Perspectives on Health and Medicine .....	3
SOCI	582	The Sociology of Health Care Systems .....	3
SOCI	584	The Sociology of the Criminal Justice System .....	3
SOCI	585	The Sociology of Police .....	3
SOCI	587	The Sociology of Juvenile Delinquency .....	3
SOCI	588	Aging Individual in an Aging Society .....	3
SOCI	589	Social Epidemiology .....	3
SOCI	590	Sociology of the Life Course .....	3
SOCI	591	The Sociology of Unequal Development .....	3
III.		Related Electives (outside Sociology) .....	3-6
		(Selected with approval of graduate advisor)	

Minimum: 36 semester hours

### **Comprehensive Project**

A Master's Project, centered on an internship placement, is also required. Each student will choose a field placement in which to work as an applied-sociologist-in-training. During the Internship, the student will begin the required Master's Project, an analysis of some aspect or aspects of the field setting. Students will continue work on their Master's Projects in the Seminar in Applied Sociology, where they will receive input and advice from other students and from faculty members.

## **SOCIOLOGY**

### **Course Descriptions**

		<b>Semester Hours</b>
<b>SOCI</b>	<b>500 INTRODUCTION TO APPLIED SOCIOLOGY</b>	<b>3</b>
This course will examine the ways in which sociology is applied in various non-academic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.		
<b>SOCI</b>	<b>556 COMPUTER APPLICATIONS IN SOCIOLOGY</b>	<b>3</b>
One of the primary uses of computers in sociology is to summarize, describe and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.		
<i>Prerequisite: An undergraduate course in statistics.</i>		

**SOCI 559 SOCIOLOGY OF DEVIANCE 3**

The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).

**SOCI 560 SOCIOLOGICAL THEORY 3**

The practical and philosophical methods of the major sociological theorists are investigated and evaluated.

**SOCI 563 SELF AND SOCIETY 3**

The relationships between the human individual and his/her social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.

**SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3**

The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.

**SOCI 566 THE METROPOLITAN COMMUNITY 3**

The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.

**SOCI 567 POWER AND SOCIAL STRATIFICATION 3**

This course will analyze the role of class, status and power in industrial society, and consider the relationship between issues of social stratification and social environment.

**SOCI 568 SOCIAL RESEARCH METHODS I 3**

This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.

**SOCI 569 SOCIAL RESEARCH METHODS II 3**

Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.

**SOCI 570 INDEPENDENT PROJECTS 3**

Student investigates a topic of sociological relevance under the guidance of a faculty member.

*Prerequisite: Permission of instructor.*



**SOCI 571 SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY 3**

Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.

*Prerequisite: Permission of instructor.*

**SOCI 572 SELECTED PROBLEMS IN SOCIOLOGY 3**

The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem. Formed at the initiative of a department member or in response to student's interest with consent of the instructor.

**SOCI 574 SOCIOLOGY OF ETHNIC RELATIONSHIPS 3**

This course will analyze relationships among ethnic groups, and evaluate the causes, consequences and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.

**SOCI 576 THE FAMILY AS AN INSTITUTION 3**

This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce and remarriage).

**SOCI 577 SOCIOLOGY OF POVERTY IN THE UNITED STATES 3**

This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.

**SOCI 578 COMMUNITY RESOURCES AND AGING 3**

This course examines resources for the aging within their communities. Additionally, it will acquaint students with services provided by public and private agencies and relevant federal and state legislation.

**SOCI 581 SOCIOLOGICAL PERSPECTIVES ON  
HEALTH AND MEDICINE 3**

This course will introduce the student to the interesting and complex relationships that exist between society, health and health care. Class lecture discussions will focus on the connections between social structure, the quality of the physical and social environment and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease and on the construction of medical knowledge.

**SOCI 584 THE SOCIOLOGY OF THE CRIMINAL  
JUSTICE SYSTEM 3**

This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed and treated, and offers a view of the system from both occupational and experiential perspectives.



**SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3**

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender, and the juvenile justice system, with an emphasis on treatment programs and facilities.

**SOCI 588 AGING INDIVIDUAL IN AN AGING SOCIETY 3**

This course examines the social causes of the "elder boom" as well as its consequences for family, education, the economy, politics and religion.

**SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3**

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

**SOCI 591 THE SOCIOLOGY OF UNEQUAL DEVELOPMENT 3**

This course will provide an analysis of the major sociological approaches to understanding the relations between societies at different levels of economic development, and the consequences of these relationships. Relationships between social institutions in the first and third worlds will be examined. Alternative strategies for dealing with poverty in the third world will be examined. Alternative strategies for dealing with poverty in the third world will be discussed.

**SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: CRIME AND JUSTICE 3**

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

**SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: AGING 3**

Student will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

**SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: HEALTH AND ILLNESS 3**

Student will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

## SOCIAL RESEARCH AND POLICY

Student will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

# SPANISH

*Chairperson: Dr. Ana Rambaldo*

*Graduate Advisor: Dr. Jo Anne Engelbert*

The MA program in Spanish offers students a wide array of courses in Spanish and Spanish American literature as well as in advanced studies of the Spanish language and literary theory. The program prepares students for careers in research and teaching and provides a cultural and linguistic base from which students can explore career options in interpreting, translating, diplomatic service, editorial work, social services, commerce and business. The Master of Arts degree also opens opportunities for students to pursue doctoral programs at major institutions.

## ADMISSION REQUIREMENTS

The Master of Arts program in Spanish is open to students who hold a bachelor's degree with an undergraduate major in Spanish or who have completed 24 semester hours of Spanish on the undergraduate level or the equivalent. Students must take the Graduate Record Examination aptitude test prior to acceptance into the program.

Students who hold a bachelor's degree or its equivalent may enroll in graduate courses without obligation to follow a master's degree program, if they have 24 semester hours or the equivalent in Spanish.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPANISH

- |      |   |    |
|------|---|----|
| I.   | Required Course .....   | 3  |
|      | Either  |    |
|      | SPAN 504 Introduction to Literary Theory  |    |
|      | or  |    |
|      | SPAN 505 History of the Spanish Language  |    |
| II.  | Peninsular Area .....   | 12 |
|      | One course from each of 4 designated areas  |    |
| III. | Spanish American Area .....   | 12 |
|      | One course from each of 4 designated areas  |    |
| IV.  | Electives .....   | 9  |
|      | A minimum of three additional courses from the departmental offerings.  |    |
| V.   | Comprehensive Examination or Thesis   |    |
|      | The candidate for the MA degree will apply to the graduate advisor for the comprehensive examination one semester prior to the desired examination date. If option is to write a thesis, student will take SPAN 603 <i>Research Seminar and Thesis Writing</i> as one of the elective courses and follow the steps outlined in <i>Procedures and Guidelines for the Preparation of Theses at Montclair State University</i> . |    |

Minimum: 36 semester hours

For further details see the graduate advisor.

# SPANISH

## Course Descriptions

**Semester  
Hours**

**SPAN 501 ADVANCED STUDIES IN THE SPANISH LANGUAGE 3**

The course provides students with the tools of stylistic analysis in order to enhance their appreciation of literary texts and to improve their own writing skills. It will acquaint the students with the principles of contrastive analysis to give them greater control over the structures of Spanish.

**SPAN 504 INTRODUCTION TO LITERARY THEORY 3**

An overview and analysis of major approaches to contemporary literary criticism. Theoretical texts representative of the different schools of criticism will be examined in order to define and understand the uniqueness of each methodology. Short works of fiction will be integrated with the theoretical texts to enable students to apply theory to practice and to engage in various readings of the same literary work.

**SPAN 505 HISTORY OF SPANISH LANGUAGE 3**

The Spanish language from its origins to the present. Phonological, structural and lexical evolution from vulgar Latin, following the process of transformation from its first documentary appearance.

**SPAN 516 MEDIEVAL SPANISH LITERATURE TO 15TH CENTURY 3**

The outstanding prose and poetry of Spain from the 11th century to the 15th century, with emphasis on the unique three-cultured society of the period.

**SPAN 522 THEATER OF THE GOLDEN AGE 3**

Structural and thematic study of the *Comedia* through readings and discussions of representative plays of the period including Lope, Tirso, Calderón, Alarcón and Moreto.

**SPAN 523 PROSE AND POETRY OF THE GOLDEN AGE 3**

Critical readings of the picaresque and pastoral novels, the humanistic writing of Luis Vives, Alfonso and Juan Valdés, and Gracián. Textual analysis of the poetry of the Renaissance and Baroque from Garcilaso to Quevedo.

**SPAN 524 CERVANTES 3**

The prose writings and drama of Cervantes focusing on his unique artistic achievement. Readings of *El Quijote*, *Novelas ejemplares*, *Persiles y Segismunda* and selected comedias and entremeses.

**SPAN 525 ENLIGHTENMENT AND ROMANTICISM 3**

The erudition of the Enlightenment as symbolized by Feijóo, Jovellanos; neoclassicism; the romantic movement exemplified by Larra, el Duque de Rivas, Espronceda, García Gutiérrez, Zorrilla, Alarcón, Costumbrismo.

**SPAN 526 REALISM IN SPAIN 3**

An examination of the development of the realistic novel in Spain in the 19th century as seen through the works of such authors as Fernán Caballero, Valera, Pardo Bazán, Clarín and the master novelist of the period, Pérez Galdós.



**SPAN 527 THE GENERATION OF 98 3**

An examination of major works of the generation of writers whose intellectual development coincides with the defeat of Spain in the Spanish-American War of 1898. Attitudes toward Spanish reality, culture, philosophy and art will be explored in the writings of Unamuno, Valle Inclán, Baroja, Azorín, Machado and others.

**SPAN 530 SPANISH CULTURAL HISTORY 3**

A study of the formation and the nature of Spanish civilization through an investigation of the political, social and cultural trends and influences on the Iberian Peninsula from prehistoric times to the present.

**SPAN 533 CONTEMPORARY SPANISH THEATRE 3**

Analysis of representative plays from Benavente to Sastre. Critical study of the evolution of theater in light of style, technique and thought of these playwrights.

**SPAN 534 SPANISH PROSE OF 20TH CENTURY 3**

An analysis of the novels of contemporary Spanish writers whose novels appeared following the Spanish Civil War in 1939. The development of the contemporary novel from social realism and objectivism to experimental techniques and subjectivism will be examined through the works of such authors as Cela, Delibes, Marsé, Martín Santos, Goytisolo, Martín Gaité, Matute, Moix and others.

**SPAN 535 CONTEMPORARY SPANISH POETRY 3**

Unamuno, Machado, Jiménez and poetry of the Generation of 27. Selective readings of younger poets of today. Emphasis on textual analysis.

**SPAN 540 COLONIAL SPANISH AMERICAN LITERATURE 3**

Study of pre-Columbian literature, followed by analysis of the chronicles of discovery and exploration and major works of colonial poetry, prose and theatre.

**SPAN 541 SPANISH AMERICAN LITERATURE OF THE 19TH CENTURY 3**

Critical evaluation of prose and poetry from neoclassicism to naturalism and realism. Special emphasis will be given to the development of specific genres such as "literatura gauchesca" and the essay.

**SPAN 542 SPANISH AMERICAN NOVEL OF THE TWENTIETH CENTURY 3**

Study of the aesthetic novels of Modernismo; novels of the Mexican Revolution; the psychological novel; and the novel of the land and of social reform.

**SPAN 543 SPANISH AMERICAN THEATRE OF THE TWENTIETH CENTURY 3**

New trends in the Spanish American theatre: the theatre of the absurd, the theatre of cruelty and the theatre of fantasy. Critical analysis of representative works of these genres.

**SPAN 546 MODERNISMO IN SPANISH AMERICA 3**

Critical evaluation of the "Modernista" movement in Spanish American poetry and prose. Genesis, techniques, characteristics and principal writers of the movement.

**SPAN 548 CONTEMPORARY SPANISH AMERICAN NOVEL 3**

A critical examination of representative examples of the Spanish America novel from the "boom" to the "post-boom."

*Prerequisite: SPAN 542.*

**SPAN 549 CONTEMPORARY SPANISH AMERICAN SHORT STORY 3**

The contemporary short story from the end of the modernista period to the present time. Critical evaluation and analysis of representative works.

**SPAN 551 CONTEMPORARY SPANISH AMERICAN POETRY 3**

Individual works of poetry as autonomous linguistic and artistic creations and as part of a general renaissance in culture. Post-modernism, vanguardism and post-vanguardism.

**SPAN 560 TOPICS IN SPANISH AND SPANISH AMERICAN LITERATURE 3**

Selected specialized topics, either of a period, genre, or particular author, in Spanish or Spanish American literature. Topic will change with each offering. Majors only.

**SPAN 603 RESEARCH SEMINAR AND THESIS WRITING 3**

Course provides the opportunity for students to write a thesis that may be substituted for the Comprehensive Examination. This course will be available on a year-long basis, with an Incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must complete course work before beginning thesis. The M.S.U. Thesis Guidelines will govern all stages of the project.

*Prerequisite: Completion of at least 15 hours in the major field of specialization.*

# SPEECH AND THEATRE

*Chairperson: Dr. Suzanne Trauth*

*Graduate Advisor: Dr. Anne Jenkins*

The Master of Arts degree in Speech and Theatre is designed to enhance the development of already existing skills in speech communication, broadcasting, or theatre. The program is structured to emphasize both the theoretical and practical approaches in communication and theatre, and to allow for original research and creative projects. Special attention is paid to the literature and history of each area of concentration, and to the respective academic and professional skills necessary to become a practitioner of the selected discipline. The course sequence and content are designed to strengthen research, performance, production, and to prepare those who wish to pursue a profession in media and arts related areas. The Master of Arts degree is also ideally suited for those who plan to continue in a program of doctoral studies. Concentrations are available in Communication Arts or Theatre.

## ADMISSION REQUIREMENTS

Students wishing to matriculate as Speech and Theatre majors must have completed an undergraduate major or the equivalent from one of the following areas: theatre, oral interpretation, broadcasting, speech communication, or media. It is assumed that most of this work will have been in the area selected for graduate concentration. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

## REQUIREMENTS FOR THE MASTER OF ARTS IN SPEECH AND THEATRE

### CONCENTRATION IN COMMUNICATION ARTS

The candidate must complete all five parts of the requirements for the degree as detailed below.

				Semester Hours
I.	Core Courses .....			6
	STSP	501	Survey of Research Methods .....	3
	STSP	534	Graduate Readings in Speech and Theatre .....	3
II.	Required Courses within the concentration .....			15
	STBD	510	Television Production I .....	3
	STBD	582	Techniques of Broadcast Communication .....	3
	STSP	526	Theories of Human Communication .....	3
	STBD	511	Television Production II .....	3
	or			
	STSP	536	Seminar in Persuasion .....	3

STBD	599	Independent Study .....	3
or			
STSP	599	Independent Study .....	3
III. Elective Courses within the department ..... 6			
In consultation with the graduate advisor, the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:			
STBD	580	Internship: Communication Arts .....	3 - 7
STBD	581	The Broadcast Media and Mass Culture .....	3
STBD	585	Proseminar in Broadcasting .....	3
STSP	560	Internship: Communication Arts .....	3 - 7
STSP	565	Advanced Oral Interpretation .....	3
or			
STSP	600	Thesis .....	6
IV. Non-Departmental Electives ..... 6			
Courses to be selected in allied fields outside the department.			
			Total semester hours: 33
V. Comprehensive Examination			
It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.			

### CONCENTRATION IN THEATRE

The Candidate must complete all five parts of the requirements for the degree as detailed below:

			Semester Hours
I.	Core Courses .....		6
	STSP 501 Survey of Research Methods .....		3
	STSP 534 Graduate Readings in Speech and Theatre .....		3
II.	Required Courses within the concentration .....		15
	STTH 511 Forms of Tragedy .....		3
	STTH 512 Forms of Comedy .....		3
	STTH 513 Modern and Contemporary Theatre History .....		3
	*STTH 525 Advanced Acting Workshop .....		3
	STTH 599 Independent Study .....		3
III.	Elective Courses within the department .....		6
In consultation with the graduate advisor the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:			
	STTH 504 Contemporary Theatre Practice .....		3
	STTH 508 Internship in Dramatic Production .....		3
	STTH 514 Non-Western Drama and Theatre .....		3
	STTH 517 Theatre Criticism .....		3
	STTH 535 Advanced Directing Workshop .....		3



STTH	545	Scenic Design I: The Legitimate Theatre .....	3
STTH	546	Scenic Design II: The Performing Arts .....	3
STTH	554	Stage Lighting and Design .....	3
STTH	575	Seminar in Costume Design and Construction .....	3
STTH	580	Theatre Management .....	3
STSP	565	Advanced Oral Interpretation .....	3
or			
STSP	600	Thesis .....	6
IV.	Non-Departmental Electives .....		6
Courses to be selected in allied fields outside the department			
			Total semester hours: 33
V.	Comprehensive Examination		
It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.			
<i>*A technical course may be substituted by those interested in technical theatre.</i>			

## BROADCASTING, SPEECH COMMUNICATION, DANCE AND THEATRE

### Course Descriptions

	Semester Hours
<b>STBD 500 INDEPENDENT STUDY—SPEECH AND THEATRE</b>	<b>1 - 3</b>
The undertaking of course work in one of the regularly listed catalog courses of the department of Broadcasting, Speech Communication, Dance and Theatre in a depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Written permission must be obtained from the graduate advisor for Broadcasting, Speech Communication, Dance and Theatre prior to registration. Independent study may be elected more than once during the graduate program.	
<b>STBD 510 TELEVISION PRODUCTION I</b>	<b>3</b>
Insight and experience in the production of in-studio programs for television. Attention on commercial production, news, interviews, demonstrations, lighting and graphics. <i>Prerequisite: Open to majors or by instructor's permission.</i>	
<b>STBD 511 TELEVISION PRODUCTION II</b>	<b>3</b>
Group activity in the preparation and presentation of broadcast materials including music programming, drama, interviews and educational school programming. <i>Prerequisite: Advanced and transfer students must have permission of the department.</i>	
<b>STBD 580 INTERNSHIP: COMMUNICATION ARTS</b>	<b>3 - 7</b>
Off-campus practicum assignments at radio and television broadcasting facilities and other learning sites. Broad, balanced and locally supervised experience, by arrangement. <i>Prerequisite: Majors only. Application through the department prior to registration.</i>	
<b>STBD 581 THE BROADCAST MEDIA AND MASS CULTURE</b>	<b>3</b>
Influences and effects of the broadcast media on society; policy decisions and the influence of the broadcast media as conveyors of information and stimulus for change. Open to all graduate students.	

**STBD 582 TECHNIQUES OF BROADCAST COMMUNICATION 3**

Techniques and ethics in the production of informative, entertainment, persuasive and public relations material for mass public consumption. Open to all graduate students.

**STBD 585 PROSEMINAR IN BROADCASTING 3**

A study of the evolution of the broadcast industry's present structure and operation, as primarily influenced by political and economic forces. The course will also discuss contemporary issues that may cause structural change in the industry.

**STBD 599 INDEPENDENT STUDY 1 - 3**

The independent study of an area of public media that results in extended knowledge of the discipline. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Independent study may be elected more than once during the graduate program.

**STSP 500 INDEPENDENT STUDY SPEECH-THEATRE 1 - 3**

Selected topics in the areas of theatre history, criticism, literature and design are pursued by advanced graduate students in consultation with the graduate faculty. The area for detailed investigation is selected, research and analysis is made, and the student submits a formal research paper to complete the assignment. There are weekly meetings with the instructor to provide guidance, and the student is also responsible for an annotated bibliography.

**STSP 501 SURVEY OF RESEARCH METHODS 3**

Research methods relating to rhetorical theory, public address, interpersonal communication, theatre history, dramatic production and contemporary theatrical idiom. Historical, critical, descriptive, quantitative and experimental models and methodologies. Individual student needs and interests considered.

*Prerequisite: Majors only.*

**STSP 509 SPECIAL PROBLEMS IN SPEECH AND THEATRE 3**

Individual problems in theatre, speech and mass communication. Reports, papers, panel discussion and experimentation.

**STSP 526 THEORIES OF HUMAN COMMUNICATION 3**

Develop knowledge of human communication behavior as it relates to intrapersonal, interpersonal, small group, and mass communication. Students develop awareness of communication behavior patterns and cultivate ability to select appropriate and effective communication behaviors for optimum results.

**STSP 534 GRADUATE READINGS IN SPEECH AND THEATRE 3**

Selected topics of an advanced nature that require research and library use of primary and secondary sources. Individual topics are selected with the approval of the faculty member and the student does independent research that results in a significant written project of less than thesis magnitude.

**STSP 536 SEMINAR IN PERSUASION 3**

Critical examination of psychological, sociological and cultural dimensions of persuasive discourse.

**STSP 560 INTERNSHIP: COMMUNICATION ARTS 3 - 7**

Off-campus practicum assignments range from serving on campaign speaker's or public speaker's speech staff to coaching students and/or conducting forensic tournaments. Broad, balanced and locally supervised experience, by arrangement.

*Prerequisite: Application through the department prior to registration.*

**STSP 565 ADVANCED ORAL INTERPRETATION 3**

Techniques in interpretation of poetry and prose; analysis and presentation of types of literary genres (short story, ballad, essay, narrative, sonnet, etc.) For use in classroom and special programs. Open to all graduate students.

**STSP 599 INDEPENDENT STUDY 1 - 3**

Individual projects in speech that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies or position papers. The nature of the course permits advanced graduate students to pursue areas of speech not covered by present offerings.

**STSP 600 THESIS-SPEECH AND THEATRE 6**

Individual research or creative project selected under advisement of a faculty committee. An oral exam follows the project. Student should register for the semester in which work will be completed. Written permission for registration from the graduate advisor is required.

**STTH 504 CONTEMPORARY THEATRE PRACTICE 3**

The status and practices in today's professional theatre: writing, playing, staging and producing problems and trends of current theatrical fare. Supplemented by theatrical personnel and visits to professional producing groups in the metropolitan area. Open to all graduate students.

**STTH 508 INTERNSHIP IN DRAMATIC PRODUCTION 3 - 7**

Practical experience in dramatic production under supervision of staff member of professional, semi-professional, community or educational theatre, on- or off-campus. Student assists director, designer, crew chief or technical supervisor. Contracts drawn by student, college sponsor and off-campus supervisor.

*Prerequisite: Majors only. Application through the department prior to registration.*

**STTH 511 FORMS OF TRAGEDY 3**

The "evolution" of tragic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative tragic playscripts in terms of style, structure, "tragic devices," content, and performance.

**STTH 512 FORMS OF COMEDY 3**

Historical survey of comic theory from Aristotle to Albee, with special emphasis on principles and practices of comic theory as rerevealed in selected playscripts. The basic approach is lecture by historical periods - from classical to the modern - followed by reading and discussion of representative playscripts from each historical period. Class assignments include (4) position papers, (1) final critical essay and a promptbook. There is also application of the comic theory of each selected theorist to an interpretation of the playscript in terms of structure, characterization, theme, play form and author point of view.



**STTH 513 MODERN AND CONTEMPORARY THEATRE HISTORY 3**

Theatrical history associated with Western culture from 1890 to the present; the contemporary theatrical scene and its direct heritage. Some attention to American theatre but major emphasis on British and continental developments.

*Prerequisite:* Open to all graduate students with a background in dramatic literature.

**STTH 514 NON-WESTERN DRAMA AND THEATRE 3**

Theatrical forms and dramatic literature of non-Western cultures in historical and contemporary context: China, Japan, India, Southeast Asia, and Africa. Theatrical practices in staging various dramatic forms.

*Prerequisite:* Open to all graduate students with a background in dramatic literature or Asian studies.

**STTH 517 THEATRE CRITICISM 3**

Historical review of the principles involved in theatre criticism from a literary perspective. Attention given to a study of selected historical periods, dramatic theorists and theatre critics. Discussion of staging and production techniques as well as playscript interpretation.

*Prerequisite:* Open to all graduate students with an interest in dramatic literature and criticism.

**STTH 525 ADVANCED ACTING WORKSHOP 3**

A survey of acting styles from the classical to the modern, highlighting periods of style that include Elizabethan, improvisation, commedia, and method. The basic assignments of the course are scene study, group scene presentations, and a final group project. Secondary readings in acting theory are assigned, and it is assumed that advanced drama students will refine their individual acting techniques. The nature of the performance class is discussion, play analysis and in class acting presentations.

**STTH 535 ADVANCED DIRECTING WORKSHOP 3**

Directing repertory and period plays. Preparation for thesis production. When possible, the student will produce a full-length play and complete a production notebook.

*Prerequisite:* Majors only or by instructor's permission.

**STTH 554 STAGE LIGHTING DESIGN 3**

Introduction to light from pragmatic and esthetic points of view. Functions and qualities as a design medium. Types of control and instrumentation available to designer. Development of several lighting designs.

*Prerequisite:* Majors only or by instructor's permission.

**STTH 580 THEATRE MANAGEMENT 3**

The theatre as a business enterprise: production units; box office procedures; standard contractual arrangements; unions and their regulations; subscription management. Manager as a community relations specialist; publicity; the theatre as a community resource. Open to graduate students with a background in performing arts.



**STTH 599 INDEPENDENT STUDY****1 - 3**

Individual projects in theatre that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies. The nature of the course permits advanced graduate students to pursue areas of theatre not covered by present offerings.

# TECHNOLOGY EDUCATION

*Chairperson: Dr. Susie Boyce*

*Graduate Advisor: Dr. Vincent Walencik*

The graduate program in Technology Education is designed to improve the professional training of technology education teachers, to enhance their teaching proficiency through study of trends and developments in the field, to improve the organization of the technology laboratory and to provide a basis for work in administration and supervision. Emphasis is given to advanced work in technology education, as well as, related fields which broaden professional experiences and accent technology concepts.

Graduate programs of students matriculated in the department are tailored to the individual's needs through consultation with the graduate advisor. Students must meet the departmental requirements for either a thesis program (Option A) or a non-thesis program with a comprehensive examination (Option B).

Graduate students matriculated in the Master of Arts degree program who desire certification as a Supervisor of Industrial Education or as a Coordinator of Cooperative Industrial Education can arrange their programs with the graduate advisor.

## ADMISSION REQUIREMENTS

Study toward the Master of Arts degree in Technology Education presupposes the completion of an undergraduate major in the same area. Individuals who have undergraduate majors in this area, but do not wish to work toward a degree, may enroll in graduate courses in the department.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN TECHNOLOGY EDUCATION

### (OPTION A)

#### I. Required Courses:

- |    |   |    |
|----|---|----|
| A. | General .....   | 6  |
|    | ELRS 503 Methods of Research .....  | 3  |
|    | Education Elective .....  | 3  |
| B. | Technology Education Specialization .....   | 12 |
| 1. | Required  |    |
|    | INED 502 Curriculum Construction and Course<br>Organization in Industrial and Technology<br>Education ..... | 3  |
|    | INED 509 Facilities Planning for Technology and<br>Technology Education .....                               | 3  |
|    | INED 607 Research and Development (Full Year) .....   | 6  |
| 2. | Electives   |    |
|    | Six semester hours approved by departmental advisor to be selected from<br>departmental offerings.          |    |

- II. Free Electives ..... 4  
 Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.
- III. Thesis ..... 4  
 Each candidate for this program will select a thesis topic, thesis advisor, two thesis committee members (one must be from within the department, one may be from outside the department) and register according to department and University policy. An oral examination based on the completed thesis is part of the thesis requirement.

Minimum: 32 semester hours

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE TECHNOLOGY EDUCATION

### (OPTION B)

- I. Required Courses
- A. General ..... 6  
     ELRS 503 Methods of Research ..... 3  
     Education Elective ..... 3
- B. Technology Education Specialization ..... 12
1. Required:
- INED 502 Curriculum Construction and Course  
         Organization in Industrial and Technology  
         Education ..... 3
- INED 509 Facilities Planning for Technology and  
         Technology Education ..... 3
- INED 607 Research and Development (Full Year)..... 6
2. Electives:  
     Twelve semester hours approved by departmental advisor to be selected from departmental offerings.
- II. Free Electives ..... 4  
 Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.
- III. Comprehensive Examination  
 A written comprehensive examination, scheduled twice each year during the Fall and Spring semester, is required of all candidates for the Master of Arts Degree within this program option.

Minimum: 36 semester hours

# CERTIFICATION

The department offers three forms of certification:

1. Supervisor
2. Cooperative Industrial Education Coordinator
3. Post-Baccalaureate
  - (a) initial field
  - (b) additional field

For more details, see certification section of this catalog or contact the department graduate advisor.

## TECHNOLOGY

### Course Descriptions

			Semester Hours
<b>INED</b>	<b>502</b>	<b>CURRICULUM CONSTRUCTION AND COURSE ORGANIZATION IN INDUSTRIAL AND TECHNOLOGY EDUCATION</b>	<b>3</b>
Techniques of industrial and technology education curriculum construction are studied. Special emphasis is placed on the development of courses of study and the related instructional materials.			
<b>INED</b>	<b>503</b>	<b>CONTEMPORARY PROBLEMS IN TECHNOLOGY, INDUSTRY AND INDUSTRIAL/TECHNOLOGY EDUCATION</b>	<b>3</b>
Seminar group exploration of current problems or issues in technology, industry, and industrial/technology education. The seminar follows a research, discussion, presentation format.			
<b>INED</b>	<b>504</b>	<b>TECHNICAL PRESENTATIONS</b>	<b>3</b>
This course acquaints the student with the commercial applications for technical presentations methods as well as career opportunities. Using the methods and techniques introduced in the course the student will plan, illustrate, and model a variety of objects and/or products. Areas of study include two dimensional illustration, three dimensional modeling, oral and written communications, and electronic-media presentation techniques. The design/problem solving process is used as the primary means of instruction.			
<b>INED</b>	<b>505</b>	<b>SUPERVISION IN INDUSTRY, EDUCATION, AND TECHNOLOGY</b>	<b>3</b>
Principles and practices of supervision, as related to industry, industrial/technology education, and technology are discussed and evaluated. Special attention is given to styles of supervision, supervision techniques, communications, and motivation.			
<b>INED</b>	<b>509</b>	<b>FACILITIES PLANNING FOR INDUSTRIAL TECHNOLOGY AND TECHNOLOGY EDUCATION</b>	<b>3</b>
Facilities planning includes the theoretical and practical application of architectural aspects, operational aspects, floor plan layouts, equipment selection, bid preparation, purchase/lease options and two or three dimensional models.			



**INED 512 INTRODUCTION TO TECHNOLOGY EDUCATION 3**

This course is designed to provide the student with the concepts, content and methodology of technology education for application in grades K-12. The systems approach (biotechnology, physical technology and information technology) will be studied. Problem solving as a methodology will be emphasized. Students will participate in actual technology learning activities.

**INED 513 OPERATIONS MANAGEMENT 3**

A course of study focusing on production and service management techniques. Included in the course of study are process design, category planning and scheduling, inventory management, work-force management, quality control, forecasting, materials handling and ordering, employee motivation, and work methods. The student will have the opportunity to investigate any specific area of operations management techniques on an independent basis in consultation with the instructor, as a major research project in the course.

**INED 514 COMPUTER-AIDED DRAFTING: AN INTRODUCTION 3**

An introduction to computer-aided drafting (CAD). Course content will focus around learning the command structure of auto-cad to create, modify, and manage CAD drawings and designs. The student will be exposed to a variety of graphic communication applications and research opportunities focusing on CAD technology.

**INED 515 MANAGEMENT AND PRODUCTION TECHNOLOGY 3**

The course in management and production technology is structured to allow students to organize for production, produce, and market a manufactured product. An independent research product, culminating in an oral presentation of a product suitable for in-class manufacturing, including all necessary jigs and fixtures is also required.

**INED 605 WORKSHOP/SEMINAR IN INDUSTRIAL TECHNOLOGY 3**

Opportunity is afforded the student to study imminent or burgeoning issues, concerns, and/or problems in industry, technology, and/or technology education.

**INED 606 INDEPENDENT STUDY IN TECHNOLOGY 1 - 3**

Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved industrial course or seminar related to the student's special area of interest. May be taken three times with the graduate advisor's approval, for a total of three semester hours.

*Prerequisite: ELRS 503 or instructor's permission.*

**INED 607 RESEARCH AND DEVELOPMENT 6**

A survey of industrial research, technical reports, centers, institutes, laboratories and material standards. The undertaking of an industrial research and development problem, reflecting the graduate students' area of concentration, and the preparation of a publishable technical report. To run a full academic year from September to June.

*Prerequisite: ELRS 503.*

ISCE 501 PRINCIPLES AND PHILOSOPHY OF  
COOPERATIVE INDUSTRIAL STUDIES

Historic, cultural, social, governmental, economic and technical forces which affect development of cooperative industrial education programs.

ISCE 502 CURRICULUM CONSTRUCTION IN  
COOPERATIVE INDUSTRIAL STUDIES

Techniques designed to meet needs of related and laboratory teaching, and school work programs; curriculum materials especially adapted to needs of part-time cooperative trade occupational programs.

# OTHER PROGRAMS

## Continuing Education

*Directors: Ms. Frances Markunas*

*Dr. Richard O. Taubald*

The Center for Continuing Education services the immediate and long range needs of business and industry, community organizations, governmental agencies and individual learners. The Center, a revenue-generating unit, provides quality educational programs and services for which academic credit is not usually awarded. Examples of services include training programs for employee career mobility, professional certification and recertification, instruction in English as a Second Language (ESL), courses in international trade, computer literacy, and academically gifted youth..

The Center's office is located at 860 Valley Road. The main telephone number is: (201) 655-4353.

## Special Education

The following academic courses of study at Montclair State prepare graduate students to work with individuals who are experiencing difficulty with communication, learning, or life adjustment: Counseling, Human Services and Guidance, Early Childhood Special Education, Learning Disabilities, Physical Education, Recreation and Leisure Studies, Reading, School Psychology, Speech-Language Pathology, and Teacher of the Handicapped. Consult the index to locate details about individual programs.

Students enrolled in these courses of study may receive part of their training on campus at the Psychoeducational Center. The Center operates an assessment component, Communication Disorders Center, the Demonstration Program, Parent/Infant Program, and Music Therapy Clinic on campus.

# Teacher Education Programs

A student with a baccalaureate degree may pursue a New Jersey teaching certificate and a fully certified teacher may obtain additional teaching field endorsements or advanced certification by attending Montclair State University.

Montclair State's Teacher Education Program has a number of distinctive features, including a network of clinical schools which provide ideal real world settings for students to complete their field experiences and a programmatic emphasis on teaching for critical thinking. The Program was awarded the *Christa McAuliffe Showcase for Excellence* award by the American Association of State Colleges and Universities for its collaboration with public schools. It is a member of Dr. John Goodlad's National Network for Educational Renewal and the National Education Association's National Center for Innovation. The commitment of the faculty in the Teacher Education Program is to the enculturation of students into a political and social democracy, the moral dimensions of teaching, as well as competence and knowledge both in pedagogy and the content to be taught.

General questions about certification programs at Montclair State should be directed to Mrs. Anne Baldinger, Certification Advisor (201) 655-4139.

## Initial Instructional Certificates

At Montclair State University, those who hold a bachelor's or master's degree and who wish to gain their first teaching certificate are offered two graduate programs:

A. *Post-BA/MA Teacher Certification Program* - In this program, which is outlined below, students complete a sequence of professional education courses of approximately 30 semester hours, including student teaching. In addition, they must complete a teaching field component (major) of at least 30 semester hours. Students choosing a teaching field which is similar to their undergraduate majors may have already completed many of these teaching field courses.

B. *Master of Arts in Teaching (M.A.T.) Program* - Students who wish to obtain a master's degree **and** teacher certification may consider this program, which requires additional graduate level courses. By carefully planning their schedules, students in the M.A.T. program are may be able to obtain certification before the completion of the master's degree. Course requirements and admission requirements for the M.A.T. program are outlined in this catalog under the Department of Curriculum and Teaching.

Upon successful completion of one of these programs and the Praxis II: Subject Assessment/National Teacher Examination, students are recommended to the New Jersey Department of Education for a teaching certificate. Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed certification programs (except the teacher of the handicapped program) must successfully complete one year of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey instructional certificate. Persons recommended by the University



for certification will receive a "Certificate of Eligibility With Advanced Standing" which authorizes the holder to seek and accept offers of employment in New Jersey schools. The certificate is valid for the lifetime of its holder. Students interested in teaching outside of New Jersey should seek information from the appropriate state authorities.

### **Additional and Advanced Certificates**

Students already holding teaching certificates who are interested in additional endorsements or advanced certificates may also apply for admission to the Post-BA/MA Approved Teacher Certification Program. They are not eligible for the Master of Arts in Teaching (M.A.T.) program. However, other education-related master's programs are available and are described elsewhere in this catalog.

## **POST-BA/MA TEACHER CERTIFICATION PROGRAM**

Coordinator: Mrs. Anne Baldinger, Chapin Hall 103

Admission to the Post-BA/MA Teacher Certification Program is governed by a "selecting in" policy. Program candidates are considered in the context of a "Portrait of a Teacher" which incorporates desirable program outcomes, and which is included with admission materials.

### **Admission Procedures**

Admission to the Post-BA/MA Teacher Certification Program at Montclair State University is a two-step process. Candidates must file an Application for Graduate/Post-Baccalaureate Admission including all supporting materials, by **March 1** to be considered for Summer/Fall admission or by **October 1** for Spring admission. Applications are available in the Office of Graduate Studies, room 208, College Hall. Once the application folder is complete with all supporting materials, students are notified that they have been admitted to the University to take courses and that the folder has been forwarded to the Post-BA/MA Teacher Certification Program Coordinator. The coordinator completes a preliminary review of the student's credentials, to ascertain that the undergraduate cumulative grade point average, and the average in the teaching field, are at least 2.50. (In some departments the required average in the teaching field may be higher.) Students are then notified by mail about the second step in the admissions process.

For students pursuing their first teaching certificate, the second step in the admissions process requires the completion of an Application to the Teacher Education Program, which is sent to qualified students by the coordinator, and which requires an essay, references and a self-evaluation form. An applicant is also required to be interviewed by a departmental advisor in his or her teaching field (major). In some departments an additional admissions committee interview, pre-admission courses, in-person writing sample and/or portfolio review may be required. Applicants must also meet with the coordinator of the Post-BA/MA Teacher Certification Program. When the application and interviews have been completed, the departmental advisor makes a recommendation to the Coordinator, and a notification letter regarding admission to the Post-BA/MA Teacher Certification Program is sent to the student by the coordinator.

For students pursuing an additional or advanced certificate, the second step requires a meeting with the departmental advisor, at which time credentials are evaluated. The advisor makes a recommendation to the Post-BA/MA Teacher Certification Program coordinator and a notification letter is sent to the student.

**All students should note that admission to the University to take courses does not guarantee admission to the Post-BA/MA Teacher Certification Program, and that any courses taken prior to admission to the Program are taken at the student's own risk.** Students admitted to the Program receive official work programs of studies with their letters of acceptance, which outline the courses they are required to take to complete the Program.

**Course Requirements (Initial Instructional Certificates)**

A. Prerequisites:

It is expected that students in the Program will be able to demonstrate proficiency in the use of the English language. In addition, their academic backgrounds should include at least 60 semester hours of general education, distributed among the arts, humanities, mathematics, science, technology and the social sciences. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

	Semester Hours
B. <u>Social Behavioral Science Component</u>	
PSYC 101 General Psychology I: Growth and Development .....	3
PSYC 200 Educational Psychology	
OR	
PSYC 560 Advanced Educational Psychology .....	3
Human and Intercultural Relations Elective .....	3
C. <u>Professional Education Component</u>	
CURR 599 Curricular and Social Dynamics of Schooling	
OR	
CURR 400 Teacher, School and Society .....	3
EDFD 520 Development of Educational Thought.....	3
A course in reading .....	3
CURR 5__ Educational Elective .....	3
A course in teaching for critical thinking .....	3
Major Departmental Methods Course(s) .....	2 - 4 min.
CURR 500 Fieldwork in Education .....	2
("Field Experiences Application" must be filed with Office of Teacher Education before enrolling in this course. Deadlines apply.)	

D. Teaching Field Requirements

Course requirements in teaching field (major) to be determined by departmental advisor.

E. Professional Semester

Note: To be eligible for professional (student teaching) semester, student must pass pre-student teaching retention review by Teacher Education Program. All teaching field and

professional education courses must be successfully completed with a 2.5 GPA (minimum) overall, in teaching field, and in professional education courses. See Teacher Education Handbook for additional retention criteria. In addition, a timely "Field Experiences Application" must have been filed with the Office of Teacher Education. Deadlines apply.

CURR	435	Effective Teaching/Productive Learning .....	3
CURR	411	Supervised Student Teaching .....	
		OR .....	
CURR	414-5	In-Service Supervised Teaching .....	8
CURR	402	Seminar in Professional Education .....	1
		Departmental (major) Seminar (if required) .....	1

**CERTIFICATION AREAS AVAILABLE**

**INSTRUCTIONAL CERTIFICATES:**

- Art
- Biological Science
- Business Education
- Early Childhood Education (Elementary)
- Earth Science
- English
- French
- German
- Health Education
- Home Economics Education
- Industrial Arts
- Italian
- Latin
- Mathematics
- Music
- Physical Education
- Physical Science
- Psychology
- Reading (only available as additional certification)
- Social Studies
- Spanish
- Speech Arts and Dramatics
- Teacher of English as a Second Language
- Teacher of the Handicapped
- Vocational Technical Education

**ADMINISTRATIVE CERTIFICATES:**

- Principal
- School Business Administrator
- Supervisor
- Superintendent

## **EDUCATIONAL SERVICES CERTIFICATES:**

Associate Educational Media Specialist  
Coordinator: Cooperative Industrial Education  
Educational Media Specialist  
Learning Disabilities Teacher-Consultant  
Reading Specialist  
School Psychologist  
School Social Worker  
Speech Language Specialist  
Student Personnel Services  
Substance Awareness Coordinator  
Teacher Coordinator, Cooperative Vocational/Technical Program

## **EDUCATIONAL PLACEMENT**

The Office of Teacher Education offers an educational placement service. Students completing at least 12 credits at Montclair State University are eligible to register for this service. Further information can be obtained from the Office of Teacher Education, (201) 655-4262.



# APPENDIX OF ALPHA COURSE CODES

This appendix identifies each school and department/special program at Montclair State University, the academic subject areas and the alpha codes used as a prefix to each course number. This enables the student to locate the course, its description and prerequisites.

## School of Business Administration

### *Accounting, Law and Taxation*

Accounting	ACCT
Business/General	BUGL

### *Economics and Finance*

Business/Economics	BSEC
Economics	ECON
Finance	FINC

### *Information and Decision Sciences*

Business Education	BSED
Finance/Quantitative	FINQ
Information and Decision Sciences	INFO

### *Management*

Business/General (Management)	BUGR
Management	MGMT

### *Marketing*

Business/General (Marketing)	BUSG
Marketing	MKTG

## School of Fine and Performing Arts

### *Broadcasting, Speech Communication, Dance and Theatre*

Speech and Theatre/Broadcasting	STBD
Speech and Theatre/Communication	STSP
Speech and Theatre/Theatre	STTH

### *Fine Arts*

Fine Arts/Education	ARED
Fine Arts/Film	ARFL
Fine Arts/General	ARGN
Fine Arts/History	ARHS
Fine Arts/Ceramic/Metals/Fibers	ARMT
Fine Arts/Photography	ARPH
Fine Arts/Printmaking	ARPR
Fine Arts/Painting	ARPT
Fine Arts/Therapy	ARTH

### *Music*

Music/Education	MUED
Music/History	MUHS
Music/Instruction	MSSN
Music/Performance	MUPR
Music/Theory/Composition	MUCP
Music/Therapy	MUTH

## **School of Humanities and Social Sciences**

### *Anthropology*

Anthropology	ANTH
Anthropology/Practical	PRAN

### *Classics*

Classics/Latin	LATN
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### *Communication Sciences and Disorders*

Communication Sciences and Disorders	CS&D
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### *English*

English	ENGL
English/Interdisciplinary	ENID
English/Literature	ENLT
English/Writing	ENWR

### *French*

French	FREN
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### *History*

History	HIST
History/General	HSGN

### *Legal Studies*

Legal Studies/Law	LSLW
Legal Studies/Paralegal	LSPA

### *Linguistics*

Linguistics	LNGN
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### *Psychology*

Psychology	PSYC
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### *Sociology*

Sociology	SOCI
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### *Spanish/Italian*

Spanish	SPAN
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## **School of Mathematical and Natural Sciences**

### *Biology*

Biology	BIOL
Biology/Cell Culture	BICL
Biology/Marine Sciences	BIMS

### *Chemistry and Biochemistry*

Chemistry	CHEM
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### *Earth and Environmental Studies*

Environmental Studies	ENVR
Geoscience	GEOS
Marine Sciences	PHMS
Urban & Geographic Studies	EUGS

### *Environmental Education—New Jersey School of Conservation*

Conservation/Field Studies	CNFS
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### *Mathematics and Computer Science*

Mathematics	MATH
Computer Science	CMPT

## **School of Professional Studies**

### *Counseling, Human Development and Educational Leadership*

Counseling, Human Services and Guidance	COUN
Educational Administration	ELAD

### *Curriculum and Teaching*

Curriculum and Teaching	CURR
Industrial Studies/Education	INED
Industrial Studies/Career Education	ISCE

### *Educational Foundations*

Educational Foundations	EDFD
Educational Research	ELRS

### *Health Professions, Physical Education, Recreation, and Leisure Studies*

Health Professions	HLTH
Physical Education/Major	PEMJ

### *Home Economics*

Home Economics	HECO
Home Economics/Education	HEED
Home Economics/Family	HEFM

### *Reading and Educational Media*

Educational Media	MEDI
Reading	READ

## **Special Programs**

### *Institute for the Advancement of Philosophy for Children*

Philosophy for Children	PHLC
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# DIRECTORY

## GRADUATE ADVISORS

## Office

## Telephone

### Master of Arts

Administration and Supervision: <i>Dr. Arlene King</i>	Chapin Hall 317	(201) 655-5175
Anthropology, Combined Bachelor and Master of Arts in Practical Anthropology: <i>Dr. Kenneth H. Brook</i>	Dickson Hall 406	4119
Applied Linguistics: <i>Dr. Milton Seegmiller</i>	Dickson Hall 126	4286
Applied Sociology: <i>Dr. Janet Ruane</i>	Dickson Hall 316	5263
Communication Sciences and Disorders		
Early Childhood Special Education: <i>Dr. Lucille Weistuch</i>	Speech Building 102	4232
Learning Disabilities: <i>Dr. Warren Heiss</i>	Speech Building 119	4232
Speech-Language Pathology: <i>Dr. Naomi Schiff-Myers</i>	Speech Building 104	4232
Counseling, Human Services and Guidance: <i>Dr. Arlene King</i>	Chapin Hall 317	5175
Educational Psychology: <i>Dr. Carlos Pratt</i>	Dickson Hall 143	5201
English and Comparative Literature: <i>Dr. Lee Khanna</i>	Dickson Hall 464	4249
Environmental Studies:		
*Environmental Education: <i>Dr. John Kirk</i>	1 Wapalanne Road Branchville, NJ 07828	7614
*Environmental Health: <i>Dr. David Robertson</i>	Dickson Hall 108	4448
*Environmental Management: <i>Dr. David Robertson</i>	Dickson Hall 108	4448
*Environmental Science: <i>Dr. David Robertson</i>	Dickson Hall 108	4448
Fine Arts: <i>Dr. Dorothy Heard</i>	Calcia Fine Arts Building 119	7295
French: <i>Dr. Robert Glick</i>	Dickson Hall 132	4283
Health Education: <i>Dr. Harry H. Hoitsma</i>	College Hall 305	4154
Home Economics: <i>Dr. Karen Todd</i>	Mallory 152	7486
Industrial Technology and Education: <i>Dr. Vincent Walencik</i>	Finley Hall 218	4161
Information and Decision Sciences: <i>Dr. Rosemarie McCauley</i>	Partridge 344	7039
Legal Studies: <i>Dr. Barabara A. Nagle</i>	Dickson Hall 350	7292
Music: <i>Dr. Ting Ho</i>	McEachern Hall 7	7221
Physical Education: <i>Dr. Ree K. Arnold</i>	Panzer 1520	7091
Psychology: <i>Dr. Carlos Pratt</i>	Dickson Hall 143	5201
Reading: <i>Dr. Joy Stone</i>	Chapin Hall 310	5183
Social Sciences:		
*Anthropology: <i>Dr. Richard W. Franke</i>	Dickson Hall 409	4119
*Economics: <i>Dr. Harold Flint</i>	Partridge Hall 410	5255
*Geography: <i>Dr. Harbans Singh</i>	Dickson Hall 103	5258
*History: <i>Dr. Robert Cray</i>	Dickson Hall 417	5256
*Sociology: <i>Dr. Janet Ruane</i>	Dickson Hall 316	5263
*Urban Studies: <i>Dr. Harbans Singh</i>	Dickson Hall 103	5258
Spanish: <i>Dr. Joanne Engelbert</i>	Dickson Hall 365	4285
Speech and Theatre: <i>Dr. Anne Jenkins</i>	Life Hall 225B	4217

### Master of Arts in Teaching

Teaching: <i>Dr. Susie Boyce</i>	Chapin Hall 218	5187
Teaching: <i>Dr. Catherine Becker</i>	Chapin Hall 215	5187

### Master of Business Administration

Business Administration: <i>Dr. Joseph Greco, MBA Director</i>	Partridge Hall 454	4306
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### Master of Education

Education (Curriculum and Teaching): <i>Dr. Catherine Becker</i>	Chapin Hall 215	5187
Education (Educational Foundations)		
*Critical Thinking: <i>Dr. Wendy Oxman</i>	Life Hall 224	5184
*Philosophy for Children: <i>Dr. Ann Margaret Sharp</i>	14 Normal Avenue	4277



## Master of Science

Biology: *Dr. Larry Cribben*

Chemistry: *Dr. Pamela Delaney*

Computer Science: *Dr. Helen Roberts*

Geoscience: *Dr. Charles L. Hamilton*

Mathematics: *Dr. Helen Roberts*

Statistics: *Dr. Helen Roberts*

*\*Area of Concentration*

Finley Hall 210	4397
Richardson Hall 437	5140
Richardson Hall 204	7262
Mallory Hall 254	4448
Richardson Hall 204	7262
Richardson Hall 204	7262

## CERTIFICATE/ CERTIFICATION ADVISORS

Post-Baccalaureate/Post-MA Teacher Certification:

*Ms. Anne Baldinger*

ADA(Ameican Dietetics Association): *Dr. Kathleen Bauer*

Business Education: *Dr. Rosemarie McCauley*

Chemistry/Biology: *Dr. Bonnie Lustigman*

Counseling/Ed. Leadership: *Dr. Arlene King*

Early Childhood Education: *Dr. Joan Bernstein*

Educational Media Specialist: *Prof. Robert Ruezinsky*

English: *Dr. Sara Jonsberg*

Fine Arts: *Dr. Dorothy Heard*

French: *Dr. Lois Oppenheim*

German/Russian: *Dr. John Moore*

Health Professions: *Dr. Harry Hoitsma*

Home Economics Education: *Dr. Joan Bernstein*

Industrial Arts/Technology Education: *Dr. Vincent Walencik*

Italian: *Dr. Joanne Englebert*

Latin: *Dr. Timothy Renner*

Linguistics/TESL: *Dr. Robert Miller*

Mathematics: *Prof. Robert Garfunkel*

Music: *Dr. Lisa DeLorenzo*

Music Therapy: *Prof. Karen Goodman*

Paralegal Studies: *Dr. Norma Connolly*

Physical Education: *Dr. Nancy Giardina*

Reading: *Dr. Maria Schantz*

School Business Administration: *Dr. Ronald Armengol*

School Psychologist: *Dr. Joan Silverstein*

School Social Worker: *Dr. Arlene King*

School Supervisor: *Dr. Ronald Armengol*

Social Studies/History: *Dr. Joseph Moore*

Spanish: *Dr. Joanne Engelbert*

Speech Language Specialist: *Dr. Naomi Schiff-Myers*

Speech/Theatre: *Dr. Wayne Bond*

Student Personnel Services: *Dr. Arlene King*

Substance Awareness Coordinator: *Dr. Eileen Sweet*

Teaching Handicapped/LDTC: *Dr. Warren Heiss*

Voc/Tech/CIE: *Dr. Vincent Walencik*

## Office Telephone

Chapin Hall 103	(201) 655-4139
Mallory 152	7155
Partridge 346	4269
Mallory Hall 252E	5265
Chapin 318	5175
Mallory Hall 116A	4172
College Hall 124	7040
Dickson Hall 465	7326
Calcia 119	7295
Dickson Hall 128	4283
Dickson Hall 123	4420
College Hall 305D	4154
Mallory Hall 116A	4172
Finley 218	5174
Dickson Hall 365	7511
Dickson Hall 102	4419
Dickson Hall 118	7501
Richardson Hall 218	7261
Life Hall 204	7220
Life Hall 204A	7212
Dickson Hall 350	4152
Panzer 1516	7090
College Hall 105	4247
Chapin Hall 303A	5175
Dickson Hall 250	7223
Chapin Hall 317	5175
Chapin Hall 401	5177
Dickson Hall 425	4124
Dickson Hall 365	7511
Speech Building 104	4232
Life Hall 055	5214
Chapin Hall 317	5175
Chapin Hall 403	7591
Speech 119C	4232
Finley Hall 218	5174

## CHAIRPERSONS/DIRECTORS

Adult Continuing Education: *Ms. Frances Markunas*

*Dr. Richard O. Taubald*

Anthropology: *Dr. Kenneth Brook*

Biology: *Dr. Bonnie K. Lustigman*

Broadcasting, Speech Communication, Dance and Theatre:

*Dr. Suzanne Trauth*

## Office Telephone

860 Valley Rd.	(201) 655-4353
Dickson Hall 406	4119
Mallory Hall 252A	4397
Life Hall 126	4217

Business Administration: <i>Dr. Joseph Greco</i> , MBA Director	Partridge 454	4306
Accounting, Law and Taxation: <i>Prof. Frank Aquilino</i>	Partridge 316	4174
Economics and Finance: <i>Dr. Serpil Leveen (Acting)</i>	Partridge 416	5255
Management: <i>Dr. Byung Min</i>	Partridge 351	4280
Marketing: <i>Dr. Ralph A. DiPietro</i>	Partridge 458	4254
Business Education: <i>Dr. Alan J. Oppenheim</i>	Partridge 344	4269
Certification Office: <i>Ms. Anne Baldinger</i>	Chapin Hall 103	4139
Chemistry and Biochemistry: <i>Dr. Brian Humphrey</i>	Richardson Hall 354	5140
Classics: <i>Dr. Timothy T. Renner</i>	Dickson Hall 102	4419
Communication Sciences and Disorders: <i>Dr. Warren Heiss</i>	Speech Building 119C	4232
Counseling, Human Development and Educational Leadership: <i>Dr. Arlene King</i>	Chapin Hall 317	5175
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 JOY STONE, Ph.D., Fordham University; M.A., Montclair State College; B.A., Adelphi College

## **SOCIOLOGY**

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B.A., CCNY
- CANDACE CLARK, Ph.D., Columbia  
University; M.A., University of Chicago; B.A.,  
Oklahoma State University
- DAVID J. DODD, D. Crim., University of  
California, Berkeley; M.A., B.A., Oxford  
University (England)
- PETER FREUND, Ph.D., New School for Social  
Research; M.A., Queens College; B.A.,  
University of Maryland
- BENJAMIN HADIS, Ph.D., M.A., University of  
California at Los Angeles; Licenciatura,  
University of Buenos Aires
- MARY HOLLEY, Ph.D., North Texas State  
University; M.A., Fisk University; B.A., St.  
Augustine's College
- JENNIFER HUNT, Ph.D., Graduate Center  
CUNY; B.A., Sarah Lawrence College
- LAURA KRAMER, Ph.D., M.A., SUNY at  
Stony Brook; B.A., University of Michigan
- JAY LIVINGSTON, Ph.D., Harvard University;  
B.A., Brandeis University
- GEORGE MARTIN, Ph.D., M.A., University of  
Chicago; B.A., Vanderbilt University
- LORRAINE MAYFIELD-BROWN, Ph.D.,  
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Adelphi College
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- ANA M. RAMBALDO, Ph.D., M.A., New York  
University; B.A., Southern Methodist  
University
- JOHN A. ZAHNER, Ph.D., M.A., University of  
Arizona; B.A., Toledo University

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## NOTES

## NOTES

## NOTES



## **Directions to Campus**

Montclair State University is on Valley Rd. and Normal Ave., Upper Montclair, N.J., one mile south of the junction of Routes 3 and 46.

### **By Car From:**

Bloomfield Ave., Montclair: North on Valley Road, 3.3 miles to Normal Avenue light, turn left.

Route 46 (East and West): Valley Road, Montclair exit (at Route 3 junction), south for approximately one mile to Normal Avenue light, turn right.

Route 3: Valley Road, Montclair exit (at Route 46 junction), south for approximately one mile to Normal Avenue light, turn right.

Garden State Parkway South: Exit 154 to Route 46 West, to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right.

Garden State Parkway North: Exit 153B (left lane) to Route 3 West to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right.

New Jersey Turnpike: Exit 16W to Route 3, then to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right. Motorists traveling on the Turnpike south of Exit 11 may exit there to Garden State Parkway North.

Lincoln Tunnel: Follow Route 3.

George Washington Bridge: Route 80 to Garden State Parkway South.

### **By Public Transportation\* From:**

New York City (by train): Take PATH Service to Hoboken, transfer to NJ Transit Boonton Line, and get off at Montclair Heights Station at southwest corner of campus. (Service available only on weekdays in the afternoon and evening.)

New York City (by bus): DeCamp Bus No. 66 leaves from the Port Authority Bus Terminal; get off at Mt. Hebron and Valley roads, turn right (north) on Valley, and walk one block to the Normal Avenue traffic light, then turn left to campus entrance.

Newark: NJ Transit Bus No. 28 originates at Macy's, Washington and Williams streets, and terminates its run on campus.

Paterson: NJ Transit Bus No. P4 travels from Main Street and Broadway in Paterson; transfer at Main and Center streets in Little Falls to No. P5 to Montclair State. Or, NJ Transit Bus No. 72 originates at Broadway Terminal, Paterson, and goes to Broad Street, Bloomfield. Change to No. 28 at Bloomfield Center.

The Oranges: Take One Bus Co. No. 44 to Main and Day streets in Orange. Connect to NJ Transit Bus No. 92 to Glenwood and Bloomfield avenues. Change to NJ Transit Bus No. 28.

Passaic: NJ Transit Bus No. P5 originates at Main Street and Passaic Avenue in Passaic and travels through Clifton to Montclair State.

Jersey City: Friendly Bus

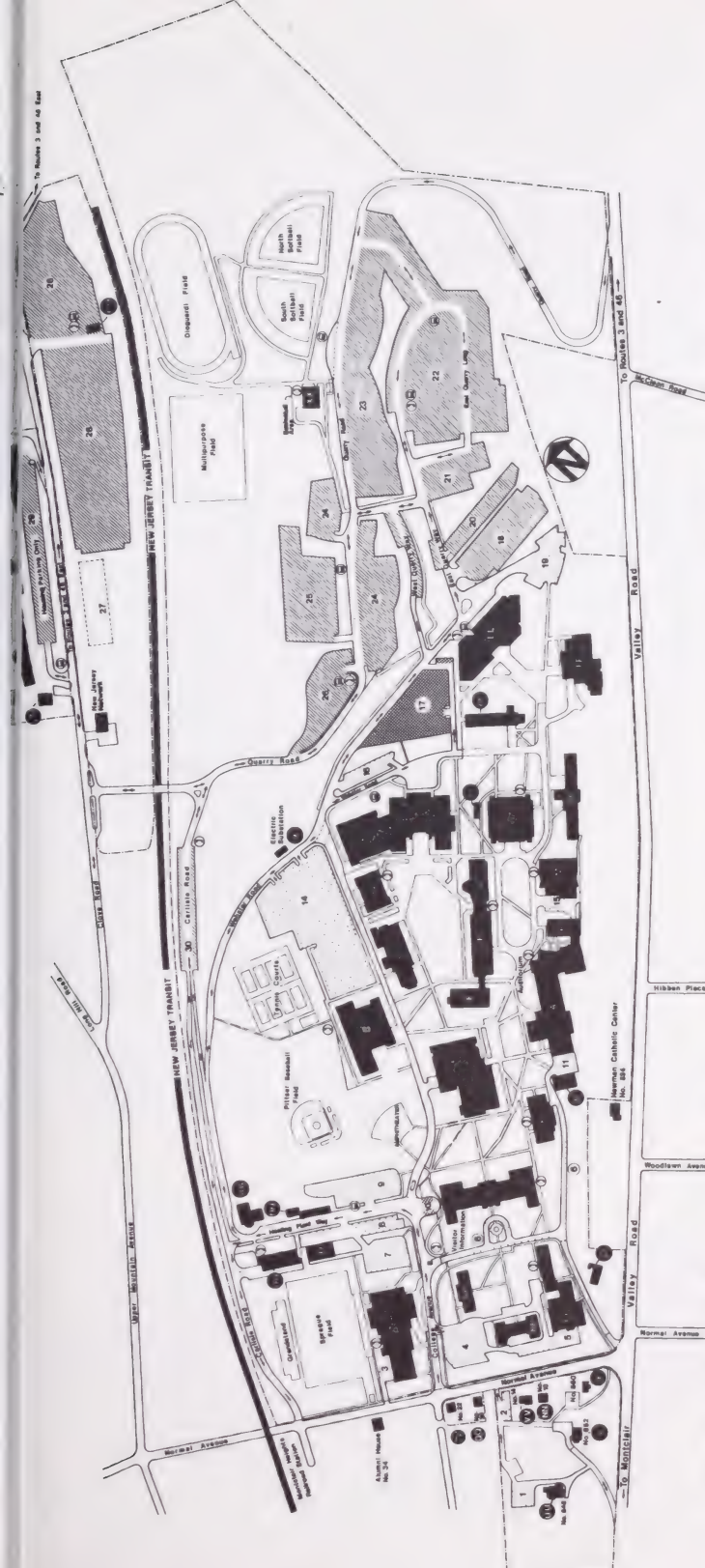
Service Bus No. 22 originates at Platform D4 in Journal Square PATH Center and ends its run on campus. (Weekdays only.)

Wayne: NJ Transit Bus P5 originates at Willowbrook Mall and ends its run on campus.

\* Subject to change without notice. Information available from New Jersey Transit, 800-772-2222.

# BUILDING CODES

	<u>Current Codes</u>	<u>Final Rev.</u>
Academic Advising .....	E .....	AC
Alumni House .....	— .....	AL
Blanton Hall .....	LL .....	BL
Bohn Hall .....	FF .....	BO
Bond House .....	UU .....	BN
Calcia Building .....	L .....	CA
Center for Cont. Ed. ....	Y .....	CN
Chapin Hall .....	AA .....	CH
Clove Rd. Apartments .....	RR .....	CL
Coder House .....	— .....	CD
Cogeneration Plant .....	JJ .....	CG
College Hall .....	C .....	CO
Dickson Hall .....	B .....	DI
Drop-in Center .....	R .....	DR
Electric Substation .....	— .....	EL
Facilities .....	— .....	FA
Faculty Student Co-op .....	YY .....	—
Field House .....	XX .....	FH
Finley Hall .....	F .....	FI
Freeman Hall .....	CC .....	FR
Gilbreth House .....	D .....	GI
IAPC .....	VV .....	IN
Life Hall .....	A .....	LI
Maintenance Bldg. ....	GG .....	MA
Mallory Hall .....	V .....	ML
McEachern Bldg. ....	M .....	MC
Memorial Auditorium .....	A .....	ME
Morehead Hall .....	H .....	MO
Newman House .....	— .....	NE
Panzer Gymnasium .....	P .....	PZ
Partridge Hall .....	G .....	PA
Police & Security .....	— .....	PO
Power Laboratory .....	HH .....	PW
President's House .....	— .....	PR
PsychoEduc. Center .....	MM .....	PS
Richardson Hall .....	W .....	RI
Russ Hall .....	BB .....	RU
Speech Building .....	K .....	SP
Sprague Library .....	S .....	LB
Stone Hall .....	DD .....	ST
Student Center .....	J .....	SC
Webster Hall .....	EE .....	WE



# MONTCLAIR STATE UNIVERSITY

- PARKING**
- 1 FACULTY and STAFF
  - 2 FACULTY and STAFF
  - 3 FACULTY and STAFF
  - 4 FACULTY and STAFF
  - 5 FACULTY and STAFF
  - 6 FACULTY and STAFF
  - 7 FACULTY and STAFF
  - 8 FACULTY and STAFF
  - 9 FACULTY and STAFF
  - 10 DELIVERIES and VISITORS (METERS)
  - 11 FACULTY and STAFF
  - 14 FACULTY and STAFF
  - 15 DISABLED
  - 16 VISITORS and ATHLETIC DEPT
  - 17 VISITORS and OTHERS
  - 18 STUDENT
  - 19 STUDENT
  - 20 STUDENT
  - 21 STUDENT
  - 22 STUDENT
  - 23 STUDENT
  - 24 STUDENT
  - 25 STUDENT
  - 26 STUDENT
  - 27 STUDENT
- SYMBOLS**
- ① EMERGENCY PHONE
  - ② SHUTTLE BUS STOP
  - PROPERTY LINE

# UPPER MONTCLAIR N.J.

- BUILDINGS**
- A LIFE HALL-MEMORIAL AUDITORIUM
  - B COLLEGE HALL-ADMINISTRATION & ADMISSIONS
  - C OLIVERTY HOUSE-PSYCHOLOGICAL SERVICES
  - D OLIVERTY HOUSE-TUTORIAL CENTER
  - E FRANK HALL
  - F MOREHEAD HALL-BUSINESS ADMINISTRATION
  - G STUDENT CENTER
  - H STUDENT CENTER
  - I CALDER FINE ARTS BUILDING
  - J MCLAUGHLIN MUSIC BUILDING
  - K MCLAUGHLIN MUSIC BUILDING
  - L MCLAUGHLIN MUSIC BUILDING
  - M MCLAUGHLIN MUSIC BUILDING
  - N MCLAUGHLIN MUSIC BUILDING
  - O MCLAUGHLIN MUSIC BUILDING
  - P MCLAUGHLIN MUSIC BUILDING
  - Q MCLAUGHLIN MUSIC BUILDING
  - R DROP-IN CENTER
  - S SPRINGFIELD LIBRARY
  - V MALLORY HALL
  - W RICHARDSON-MATH and SCIENCE
  - X CHAPIN HALL-PROFESSIONAL STUDIES
  - AA CAMPUS POLICE
  - BB RUBIN HALL-SOCIAL SCIENCES
  - CC STONE HALL-STUDENT HOUSING
  - DD WEBSTER HALL-STUDENT HOUSING
  - EE WEBSTER HALL-STUDENT HOUSING
  - FF WEBSTER HALL-STUDENT HOUSING
  - GG WEBSTER HALL-STUDENT HOUSING
  - HH WEBSTER HALL-STUDENT HOUSING
  - II WEBSTER HALL-STUDENT HOUSING
  - JJ WEBSTER HALL-STUDENT HOUSING
  - KK WEBSTER HALL-STUDENT HOUSING
  - LL WEBSTER HALL-STUDENT HOUSING
  - MM PSYCHOLOGICAL SCHOOL
  - NN NO. 10 NORMAL
  - OO NO. 30 NORMAL
  - PP GLOVE RD. APTS. 200
  - QQ GLOVE RD. APTS. 200
  - RR GLOVE RD. APTS. 200
  - SS GLOVE RD. APTS. 200
  - TT GLOVE RD. APTS. 200
  - UU VAN REPER/ROAD HOUSE
  - VV PHILOSOPHY FOR CHILDREN
  - WW SECURITY BUILDING
  - XX SECURITY BUILDING
  - YY SECURITY BUILDING
  - ZZ SECURITY BUILDING
  - AAA SECURITY BUILDING
  - BBB SECURITY BUILDING
  - CCC SECURITY BUILDING
  - DDD SECURITY BUILDING
  - EEE SECURITY BUILDING
  - FFF SECURITY BUILDING
  - GGG SECURITY BUILDING
  - HHH SECURITY BUILDING
  - III SECURITY BUILDING
  - LLL SECURITY BUILDING
  - MMM SECURITY BUILDING
  - NNN SECURITY BUILDING
  - OOO SECURITY BUILDING
  - PPP SECURITY BUILDING
  - QQQ SECURITY BUILDING
  - RRR SECURITY BUILDING
  - SSS SECURITY BUILDING
  - TTT SECURITY BUILDING
  - UUU SECURITY BUILDING
  - VVV SECURITY BUILDING
  - WWW SECURITY BUILDING
  - XXX SECURITY BUILDING
  - YYY SECURITY BUILDING
  - ZZZ SECURITY BUILDING
- TELEPHONE** 201-685-4000



MONTCLAIR  
STATE  
UNIVERSITY

**Office of Graduate Studies**  
1 Normal Avenue  
Upper Montclair, NJ 07043



**MONTCLAIR STATE UNIVERSITY**



**1997-1999**

# **Graduate** Catalog

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## Location:

200-acre campus, at the intersection of Valley Road and Normal Avenue, Upper Montclair, New Jersey (Essex County), one mile south of intersection of Valley Road and Route 46. Main entrance on Normal Avenue.

## Degrees Offered:

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, and Master of Science.

## Facilities:

Ten major academic buildings, student center building, library, gymnasium, playing fields, administration building, and housing for approximately 2,100 students in residence halls and apartments. A new academic building and additions to the library and the School of the Arts buildings have recently been completed and several renovations are now underway.

## Telephone Numbers:

Graduate Studies Office ..... (973) 655-5147  
(800) 331-9207  
Montclair State Main Numbers ..... (973) 655-4000  
(800) 624-7780  
Financial Aid ..... (973) 655-4461  
Registrar ..... (973) 655-4376  
Student Accounts ..... (973) 655-4105

For other telephone numbers, see Directory (Graduate Advisors, Certificate/Certification Advisors, and Chairpersons/Directors) in the back of this catalog.

## Tuition and Fees:

Graduate tuition and fees is \$189.00 per credit for New Jersey residents, and \$235.00 per credit for non-residents of New Jersey. *Tuition and fees are subject to change at any time.*

Montclair State University is an Equal Opportunity/Affirmative Action Institution. In compliance with relevant federal and state civil rights legislation, the University does not discriminate on the basis of gender, race, color, religion, national origin, age, sexual orientation, or physical capability in the operation of its educational program or activities: admission, access to programs and course offerings, competitive and intramural athletics, counseling, student and other employment, use of facilities, and University sponsored extracurricular activities.

Inquires relating to equal opportunity/affirmative action issues may be directed to the offices of Legal Affairs and Governmental Relations or Student Development and Campus Life.

The Graduate Catalog of Montclair State is published biennially and presents announcements of general information, general academic regulations, and the academic program extant at the date of publication. The University reserves the right to change any of its announcements, regulations or requirements at any time without notice or obligation. The Office of the Provost and Vice President for Academic Affairs is responsible for the preparation of the content of this publication.



## Graduate Catalog 1997 - 1999

MONTCLAIR STATE UNIVERSITY  
UPPER MONTCLAIR, NJ 07043

June 1997





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# ACADEMIC CALENDAR\*

1997-1998

## Fall Semester

Labor Day Holiday (No Classes)	Monday, September 1
Opening Day (No Classes)	Tuesday, September 2
Classes Begin	Wednesday, September 3
University Day (No Classes)	Wednesday, October 29
Thanksgiving Holiday (No Classes)	Thursday - Sunday, November 27-30
Classes End	Sunday, December 14 (Sunday, December 7 for Weekend College)
Reading Day	Monday, December 15
Examination Period	Tuesday-Monday, December 16-22 (Friday-Sunday, December 12-14 for Weekend College)
End of Semester	Monday, December 22

## Spring Semester

Classes Begin	Thursday, January 15
Martin Luther King Holiday (No Classes)	Monday, January 19
Spring Recess (No Classes)	Monday-Sunday, March 9-15
University Day (No Classes)	Thursday, March 26
Easter Holiday (No Classes)	Friday-Sunday, April 10-12
Classes End	Monday, May 4
Reading Days	Tuesday-Thursday, May 5-7 (Friday-Sunday, May 1-3 for Weekend College)
Examination Period	Friday-Thursday, May 8-14
End of Semester	Thursday, May 14
Commencement	Friday, May 15 (or later)

## Summer Sessions

Pre-Session (No Friday Classes)	Tuesday, May 26-Thursday, June 11 (11 sessions)
Saturday Classes	Saturday, June 13-August 22 (10 sessions)
Eight-Week Session (No Friday Classes)	Monday, June 15-Thursday, August 6
Six-Week Session (No Friday Classes)	Monday, June 29-Thursday, August 6
Independence Day Holiday (No Classes)	Saturday, July 4
Post-Session (No Friday Classes)	Monday, August 10-Thursday, August 27 (12 sessions)

\*Montclair State University reserves the right to modify this calendar. Please refer to the current semester Schedule of Courses booklet for the most recent published calendar information.



# ACADEMIC CALENDAR\*

1998-1999

## Fall Semester

Opening Day (No Classes)	Tuesday, September 1
Classes Begin	Wednesday, September 2 (Friday, September 11 for Weekend College)
Labor Day Holiday (No Classes)	Saturday-Monday, September 5-7
University Day (No Classes)	Wednesday, October 28
Thanksgiving Holiday (No Classes)	Thursday-Sunday, November 26-29
Classes End	Monday, December 14
Reading Day	Tuesday, December 15
Examination Period	Wednesday-Tuesday, December 16-22
End of Semester	Tuesday, December 22

## Spring Semester

Classes Begin	Thursday, January 14
Martin Luther King Holiday (No Classes)	Monday, January 18
Spring Recess (No Classes)	Monday-Sunday, March 8-14
University Day (No Classes)	Thursday, March 25
Easter Holiday (No Classes)	Friday-Sunday, April 2-4
Classes End	Monday, May 3
Reading Days (No Classes)	Tuesday-Thursday, May 4-6 (Friday-Sunday, April 30-May 2 for Weekend College)
Examination Period	Friday-Thursday, May 7-13
End of Semester	Thursday, May 13
Commencement	Friday, May 14 (or later)

## Summer Sessions

Pre-Session (No Friday Classes)	Tuesday, May 25-Thursday, June 10 (11 sessions)
Saturday Classes	Saturday, June 12-August 14 (10 sessions)
Eight-Week Session (No Friday Classes)	Monday, June 14-Thursday, August 5
Six-Week Session (No Friday Classes)	Monday, June 28-Thursday, August 5
Independence Day Holiday (No Classes)	Monday, July 5
Post-Session (No Friday Classes)	Monday, August 9- Thursday, August 26 (12 sessions)

\*Montclair State University reserves the right to modify this calendar. Please refer to the current semester Schedule of Courses booklet for the most recent published calendar information.



# ABOUT MONTCLAIR STATE UNIVERSITY

From its founding in 1908, the history of Montclair State University has been one of change, growth and distinction. Established as a Normal School in 1908 in response to the growing demand for professionally trained teachers, the institution became Montclair State Teachers College in 1927, dedicated to the education of secondary school teachers through a four year Bachelor of Arts degree program. Part-time, extension and summer courses were added to meet the professional needs of teachers, and in 1932 Montclair was authorized to offer the master's degree. With its strong emphasis on the liberal arts and sciences, Montclair in 1937 became one of the first teachers' colleges accredited by the Middle States Association of Colleges and Schools. Responding to rapid enrollment growth in the late forties and fifties with an expanded curriculum and faculty, the campus became Montclair State College in 1958 and a comprehensive, multi-purpose institution in 1966. Based on the strengths of its academic programs and faculty and the commitment to excellence in instruction and research, it became Montclair State University in 1994.

With an enrollment of 13,500 students, MSU is New Jersey's only public teaching university. It offers 44 undergraduate majors, 33 graduate majors and numerous interdisciplinary programs, minors and concentrations through three colleges and two schools: College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, School of the Arts, and School of Business. Montclair is unique among institutions in its sector in maintaining a Classics and a Linguistics department, and its program in Music Therapy is also exceptional. The Honors Program provides an interdisciplinary curriculum to meet the intellectual needs of academically superior students, while the Global Education Center helps arrange student and faculty exchanges, scholarly visits, conferences and seminars that promote a greater global awareness. The Institute for the Advancement of Philosophy for Children attracts scholars from around the world to learn about the application of logical thinking to the elementary school classroom, while Project THISTLE (Thinking Skills in Teaching and Learning) improves the basic skills of urban college-bound students by working with teachers in the Newark public schools. Montclair State operates a Professional Development School in Newark, in partnership with the Newark Board of Education, and the teacher education program is a member of the Holmes Partnership and John Goodlad's Teacher Education in a Democracy Project, national reform efforts to improve schools and the preparation of teachers.

As a Center of Excellence in the Fine and Performing Arts, Montclair offers an extraordinary range of opportunities for performing arts students at the graduate, as well as the undergraduate level, to work with world class musicians, artists, dancers and actors in a program that combines professional training with career entry. The Institute for Critical Thinking has been recognized as a national model for faculty and curriculum development, offering workshops, seminars, colloquia and other collaborative projects designed to explore both the theoretical aspects of critical thinking and their implications for teaching and learning at all levels.

With a strong commitment to public service, Montclair State University offers a variety of noncredit programs in addition to the many individual contributions of its faculty and staff. Over 1,200 academically gifted students from grades 1 through 9 take part in advanced instructional programs offered weekends on campus, while close to 500 musically talented youngsters receive instruction through the Music Preparatory division each year. The School of Conservation, a 240 acre facility in Stokes State Forest, is one of the largest university operated environmental education centers in the world, providing two- to five-day programs for about 10,000 elementary and secondary school students from around the state. The Psychoeducational Center provides special services to children with learning, speech, language and other disabilities, while the Center for Continuing Education offers a variety of programs including English as a Second Language instruction, career and professional training



for industrial and sales workers, managers, hospital and nursing home staff, and nonprofit organizations. The Nicholas Martini Center for Public Policy provides opportunities for faculty to apply their research skills to pressing issues of community concern while the College of Science and Mathematics' Faculty Consulting Service matches faculty expertise in mathematical, scientific and technical areas to industrial, educational, or community problems. The School of Business works with local businesses and agencies to provide opportunities for staff development and the timely discussion of issues related to the business community through a variety of centers and institutions. The Institute for the Humanities offers workshops and seminars to secondary school faculty and students around the state, and the New Jersey School of the Arts provides additional opportunities throughout the year for gifted high school students to study art, music, dance, theatre, and creative writing on campus.

Montclair State remains a vital and forward-looking university, proud of its heritage and prepared to respond to the challenges and opportunities that lie ahead. As a result of the strength of its faculty and the comprehensiveness of its programs, Montclair will remain a major contributor to the cultural and educational life of the region it serves.

## ACCREDITATIONS AND MEMBERSHIPS

Montclair State University is accredited by the Middle States Association of Colleges and Schools. In addition, the National Council for the Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school service personnel. Those programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include the American Association of Family and Consumer Sciences, American Dietetic Association (Department of Human Ecology, College of Education and Human Services), American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, College of Humanities and Social Sciences), National Association of Schools of Art and Design (Department of Fine Arts, School of the Arts), National Association of Schools of Dance (Department of Theatre and Dance, School of the Arts), National Association of Schools of Music (Department of Music, School of the Arts), National Association of Schools of Theatre (Department of Theatre and Dance, School of the Arts), and National Recreation and Park Association (Department of Health Professions, Physical Education, Recreation, and Leisure Studies, College of Education and Human Services). The undergraduate concentration in Professional Computing offered by the Department of Mathematics and Computer Science, College of Science and Mathematics, is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA) and the United States Department of Education. In addition, the undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, College of Humanities and Social Sciences, has been approved by the American Bar Association; programs offered by the Department of Chemistry and Biochemistry, College of Science and Mathematics, have been approved by the American Chemical Society; and the undergraduate program in Music Therapy offered by the Department of Music, School of the Arts, has been approved by the National Association for Music Therapy.



Montclair State University is a member of the American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Association of American Colleges, Association for Gerontology in Higher Education, Council of Graduate Schools in the United States, National Network for Educational Renewal and the Holmes Partnership, New Jersey Association of Colleges and Universities, New Jersey Association of Colleges for Teacher Education, North American Association of Summer Sessions, and Northeastern Association of Graduate Schools. Women graduates of Montclair State are accepted for membership in the American Association of University Women.

## ACADEMIC ORGANIZATION

Montclair State University is organized into three colleges and two schools. Graduate programs are offered through the College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, the School of the Arts and the School of Business.

Reporting to the Provost, the Dean of Graduate Studies and Research works with the Graduate Council, the academic deans, schools and departments in the development, promotion and review of graduate programs; the recruitment, admission, matriculation and advisement of graduate students; and the administration of programs that enhance the quality of graduate education, including the appointment of 130 Graduate Assistants.

The Graduate Council is the primary all-university body for the development of graduate policy and curriculum advisement. Its decisions and recommendations are made to the Provost. Consistent with policies established by the Board of Trustees, the Graduate Council:

- (1) recommends general graduate admission requirements,
- (2) recommends guidelines for the admission of students to graduate programs,
- (3) recommends guidelines for the admission of faculty to graduate faculty status,
- (4) reviews and makes recommendations about new graduate programs, concentrations or any revisions in graduate programs,
- (5) initiates discussions on and/or reacts to any and all matters affecting graduate faculty, students and programs.

## HUMAN RELATIONS STATEMENT ON CAMPUS CLIMATE FOR CIVILITY AND HUMAN DIGNITY

Montclair State University recognizes its responsibility to foster an atmosphere of respect, understanding and good will among all individuals and groups, with special sensitivity to those most likely to be subjected to disrespect, abuse and misunderstanding because of their race, ethnicity, religion, gender, sexual preference, age or disabling condition.

The goal is to create an unbiased community where all individuals feel free to express themselves in ways that are appropriate in a multi-ethnic and multicultural society, and

to pursue their work and study in an atmosphere which values individuality and diversity.

Underlying this statement is a respect for differences of opinion and freedom of speech. We must be diligent, however, to assure that differences do not degenerate into name-calling or insulting of individuals or groups. Such behavior can be destructive of courtesy and civility and endangers the environment needed for engaging in productive dialogue.

Montclair State condemns any behavior which devalues persons and endangers the learning and work environment. Such acts include, but are not limited to, threats or acts of physical violence, verbal abuse, harassment, and discrimination.

Montclair State encourages the practice of this human relations statement in every aspect of campus life.

## SMOKING REGULATION

Montclair State University is subject to NJSA 26:3D-15 through 21 on smoking in public places (Health and Vital Statistics). In compliance with this law, the President approved a revised smoking regulation which was endorsed by the Senate on October 27, 1993 upon the recommendation of the ad hoc Smoking Cessation Committee. The regulation prohibits the smoking or carrying of lighted cigars, cigarettes, pipes, or any matter or substance which contains tobacco in all indoor spaces on the Montclair State campus.

Indoor smoking is permitted only in private, fully-enclosed student residence hall rooms. If the room is jointly occupied, smoking is permitted only by consensus of all individuals occupying the room.

Any member of the campus community may ask an individual to comply with the provisions of this regulation or may file a complaint with Campus Safety and Security, who may issue a summons. Any individual who fails to comply is subject to a fine as determined by the local court where the summons is filed.

# COLLEGE OF EDUCATION AND HUMAN SERVICES

**Dean: Nicholas M. Michelli, Ed.D.**

The College of Education and Human Services includes six departments, each of which offers the Master of Arts or Master of Education degree in a variety of fields leading to and strengthening skills needed for professional careers in private industry, government agencies, non-profit organizations, and public and non-public schools. The Master of Education is housed in the department of Curriculum and Teaching. The Master of Education, with concentrations in Critical Thinking and Philosophy for Children, is housed in the department of Educational Foundations.

The College has responsibility for coordinating the non-degree post-baccalaureate teacher certification program. A Master of Arts in Teaching (M.A.T.) program is also available to those seeking initial certification. The College has a commitment to offering graduate programs to urban school personnel through Project THISTLE, and provides a sequence of courses required for Substance Awareness Coordinator Certification.

Arrangements can be made to offer graduate programs to employees of public schools and other organizations on site.

Departments, programs, and concentrations within the College are:

*Counseling, Human Development and Educational Leadership*

Counseling, Human Services and Guidance (MA)

Human Services\*

Administration and Supervision (MA) (Required for Principal Certification)

Educator Trainer (Training Personnel)\*

Certification Programs for: School Administrator (Superintendent), Supervisor, School Business Administrator, School Social Worker, Student Personnel Services (Guidance Counselor), Substance Awareness Coordinator eligibility

*Curriculum and Teaching*

Master of Arts in Teaching (MAT)

Philosophy for Children\*

Master of Education (MEd)

Post-baccalaureate Certification

Technology Education (MA)

*Educational Foundations*

Master of Education (MEd)

Critical Thinking\*

Philosophy for Children\*

*Health Professions, Physical Education, Recreation and Leisure Studies*

Health Education (MA)

Physical Education (MA)

Coaching and Sports Administration\*

Exercise Sciences\*

Teaching and Administration of Physical Education\*

### *Human Ecology*

Home Economics (MA)

Family Life Education\*

Family Relations/Child Development\*

Home Economics Education\*

Home Management/Consumer Economics\*

### *Reading and Educational Media*

Reading (MA)

Certification Programs for: Media Specialist, Reading Specialist

*\*Area of Concentration*

## **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**

**Dean: Rachel Fordyce, Ph.D.**

Graduate programs in the College of Humanities and Social Sciences are designed to accomplish four objectives:

- (1) to provide the opportunity for students to acquire advanced knowledge in one of its major areas of instruction;
- (2) to acquaint students with the interrelatedness of the various fields within the Humanities and Social Sciences as well as their relationship to other disciplines;
- (3) to familiarize students with the particular methodologies of his or her field;
- (4) to provide students with the background to do creative and independent work and research during and after their graduate career.

The College of Humanities and Social Sciences comprises a number of disciplines, the boundaries of which are constantly changing and expanding. At the same time, research within the disciplines is becoming more specialized. The necessity for constant study, therefore, impact upon everyone involved in these areas whether he or she works in education, government, industry, or the professions.

The departments within the College of Humanities and Social Sciences provide programs in various fields and offer advanced courses for teachers who wish to enhance their preparedness for specialized secondary school subjects.

All of the programs provide excellent preparation for those wishing to go on for degrees at the doctoral level.

Departments, programs, and concentrations within the College are:

### *Anthropology*

Practical Anthropology (BA/MA—Combined Bachelor and Master of Arts in  
Practical Anthropology)

Social Sciences (MA)

Anthropology\*



### *Communication Sciences and Disorders*

- Communication Sciences and Disorders (MA)
  - Early Childhood Special Education\*
  - Learning Disabilities\*
  - Speech-Language Pathology\*
  - Post MA certification program in Learning Disabilities
  - Post BA certification program in Special Education

### *English*

- English and Comparative Literature (MA)

### *French*

- French (MA)

### *History*

- Social Sciences (MA)
  - History\*

### *Legal Studies*

- Legal Studies (MA)
  - Dispute Resolution\*
  - Law Office Management and Technology\*
- Post-Baccalaureate Paralegal Studies Certificate

### *Linguistics*

- Applied Linguistics (MA)

### *Psychology*

- Educational Psychology (MA)
- Psychology (MA)
  - Clinical Psychology for Spanish-English Bilinguals\*
  - Industrial and Organizational Psychology\*
  - School Psychology Certification

### *Sociology*

- Applied Sociology (MA)

### *Spanish/Italian*

- Spanish (MA)

*\*Area of Concentration*

## **COLLEGE OF SCIENCE AND MATHEMATICS**

**Dean: Vaughn Vandegrift, Ph.D.**

The College of Science and Mathematics is strongly committed to graduate programs which provide a balance between theoretical and applied approaches to the study of advanced topics. Through interaction with dedicated faculty, graduate students have a unique opportunity to learn how mathematics, science and computing are performed and utilized to solve problems. Faculty consult with industry and do research in areas such as animal behavior, applied mathematics, biochemistry, computer science, conducting polymers, environmental issues, genetic toxicology, immunology, microbiology, molecular biology, and statistics. Interactions with corporations in the insurance, petroleum,

and pharmaceutical industries as well as with science, mathematics, and computer science educators and practitioners enrich classes and provide opportunities for the support of graduate students through research assistantships. Students are encouraged to pursue the thesis option as a logical conclusion of the pursuit of knowledge through research. Non-thesis alternatives are available in most programs.

Modern laboratory equipment for research and teaching include Fourier Transform Infrared Spectroscopy, Fourier Transform Nuclear Magnetic Resonance Spectroscopy, x-ray diffraction, digital exploration seismography, ground penetrating radar, resistivity survey equipment, Gas Chromatography-Mass Spectroscopy, High Performance Liquid Chromatography, Scanning Electron Microscopy, Transmission Electron Microscopy, and Ultracentrifugation. Since scientific computing has unique requirements, the School is continually enhancing its own local area computer network (SCInet). The network includes student access to UNIX based Sun servers and workstations, DEC VAXEN, IBM mainframes, PCs and Macs and Internet and World Wide Web.

The College offers fifteen master's degree program options to prepare students for careers in industry, government, or education and for future study in Ph.D. or professional programs. These include a master's degree program in Environmental Studies administered through the Department of Earth and Environmental Studies. This program is truly interdisciplinary, involving faculty and students from a variety of backgrounds and disciplines. The Program offers optional concentrations in Environmental Management, Environmental Education, Environmental Health and Environmental Science. The New Jersey School of Conservation reports administratively to the College of Science and Mathematics and contributes significantly to this interdisciplinary degree program.

Departments, programs and concentrations within the College are:

*Biology*

Biology (MS)

*Chemistry and Biochemistry*

Chemistry (MS)

*Earth and Environmental Studies*

Environmental Studies (MA)

Environmental Education\*

Environmental Health\*

Environmental Management\*

Environmental Science\*

Geoscience (MS)

*Mathematics and Computer Science*

Computer Science (MS)

Applied Mathematics\*

Applied Statistics\*

Mathematics

Computer Science\* (MS)

Mathematics Education\* (MS)

Pure and Applied Mathematics\* (MS)

Statistics\* (MS)

Statistics (MS)

*\*Area of Concentration*

# SCHOOL OF THE ARTS

**Dean: Geoffrey W. Newman, Ph.D.**

Montclair State University is a designated center of excellence for the fine and performing arts. Its School of the Arts offers graduate programs in fine arts, music, speech, theatre, and communications. In addition, the School includes a Music Preparatory Division, which offers instruction to children from age 3 through high school, and the office of Theatrefest, Special Projects and Cultural Programming which presents major dance, music, theatrical, and literary events. The School also coordinates and supports three major art galleries.

The School of the Arts provides professional training and education for students seeking careers in the arts, education, public service, or management. The School presents cultural events and offers courses and experiences in the arts for the enrichment of campus and community life. The resources of the School are taken to the community in the form of theatrical productions, chamber music, dance concerts, lectures, and demonstrations. The School seeks to stimulate public interest and support for the arts and to encourage research, creative work, and experimentation in the arts.

Departments, programs, and concentrations within the School are:

*Fine Arts*

Fine Arts (MA)

Art History\*

Studio\*

*Music*

Music (MA)

Music Education\*

Music Therapy\*

Performance\*

Theory Composition\*

*Speech Communication*

Speech and Theatre (MA)

Communication Arts\*

*Theatre and Dance*

Speech and Theatre (MA)

Theatre\*

*\*Area of Concentration*

# SCHOOL OF BUSINESS

## **Dean: (To Be Appointed)**

The School of Business is committed to several graduate programs which provide a balance between theoretical and applied approaches to the study of advanced topics. The Master of Science in Accounting, Master of Business Administration, Master of Arts in Business Education, and Master of Arts in Social Sciences concentration in Economics programs have specific goals and objectives to enable students to build on their background and to assist graduates to advance in their chosen careers.

Departments, programs, and concentrations within the School are:

### *Accounting, Law and Taxation*

Accounting (MS)

Business Administration (MBA)

Accounting\*

### *Economics and Finance*

Business Administration (MBA)

Business Economics\*

Finance\*

Social Sciences (MA)

Economics\*

### *Information and Decision Sciences*

Business Education (MA)

Business Administration (MBA)

Quantitative Analysis\*

### *Management*

Business Administration (MBA)

Management\*

### *Marketing*

Business Administration (MBA)

International Business\*

Marketing\*

*\*Area of Concentration*

## MASTER OF BUSINESS ADMINISTRATION

The goal of the Montclair MBA is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgments, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The program stresses the theoretical foundations of management-oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.



## MASTER OF ARTS IN BUSINESS EDUCATION

The Master of Arts program in Business Education prepares teachers for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, the program design offers considerable flexibility enabling candidates to explore advanced areas of study in accordance with their own background, experience, achievement, and professional aspirations. With careful course selection and planned use of the program's free electives, candidates may qualify for New Jersey certification in Administration and Supervision in Business Education and/or Cooperative Business Education.

## MASTER OF ARTS IN SOCIAL SCIENCES: CONCENTRATION IN ECONOMICS

The Master of Arts in Social Sciences: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business-oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation, and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit.

## MASTER OF SCIENCE IN ACCOUNTING

This program has a two-fold purpose. First it is designed to meet the minimum education requirements to sit for the CPA examination in New Jersey. Second it includes increased emphasis on technical skills of a broad variety needed to function as a professional accountant. The Master of Science in Accounting includes increased emphasis in both written and oral communication as well as quantitative skills and critical thinking.

# ACADEMIC FACILITIES

Montclair State is located on a 200-acre campus in Upper Montclair, New Jersey, 14 miles west of New York City. In addition to classrooms and studios, our facilities provide two modern theaters; a recital hall; a theater arts workshop; science and language laboratories; food laboratories; clothing laboratory in Human Ecology; auto and power, energy, metals, and plastics laboratories in Technology; human performance laboratory in Panzer School Center and on-campus housing for approximately 2,000 men and women.

A new academic building of 92,948 square feet now houses the College of Humanities and Social Sciences has recently been completed. This building allowed the School of Business to relocate into larger space in Partridge Hall. A new campus security building, a 44,333 square foot library addition and 12,459 square foot additions to the School of the Arts buildings have also been recently completed.

## COMPUTER SERVICES CENTER

The Computer Center (Information Services), located in Room 106, College Hall, provides facilities and services for academic computing, administrative computing, telephone services and network services.

Students, faculty, and University staff are afforded the use of various computing environments, using several large DEC VAX systems, and other smaller computer systems. All students in good standing are provided the opportunity to maintain a user account on the central systems for the duration of their career at MSU. Resident students who have a properly configured PC may be connected to MSUnet from their room. RESnet users are requested to contact Information Services for information on how to use this service. The services provided through this account include access to most of the major compiler languages (C, C++, FORTRAN, COBOL, LISP, PASCAL, ADA, etc.), statistical packages (SPSS, SAS, MINITAB, etc.), and a variety of other application software packages. All networked systems on the MSU campus (MSUnet) are also allowed access to the Internet. Network services provided include the campus fiber optic system, the internal building wiring, and the maintenance of the network equipment and software systems.

MSUnet provides full access to the Sprague Library card catalogue system from any connected system, access to any of the Local Area Networks (LANS) which are either Netware or Apple talk compatible, access to a variety of information sources through a large capacity CD-ROM server, and through World Wide Web (WWW) servers either on-campus or the thousands of other WWW servers anywhere on the Internet.

Information Services also provides the facilities for telephones in the residence halls. All residents have access to the telephone system, using individual authorization codes, which allow for the preparation of individualized billing for each student.

## COMPUTER SERVICES - ACADEMIC

The Office of Academic Computing and Technology, located in Room 308, College Hall, provides support for academic computing on campus. Faculty members receive advice regarding the use of computers in research, lectures, and laboratory exercises. Students receive information on campus microcomputer laboratories and other computing facilities.

Microcomputer laboratories in many buildings are available for general use. A

brochure describing the equipment, software, and hours of availability for each lab can be obtained from this office. Several computer classrooms are also scheduled through this office. This office maintains and supports the campus microcomputer network.

Non-credit workshops, short courses, and demonstrations are provided on various topics, like word processing, spreadsheets, electronic mail, and Internet use. Please contact the office for a schedule.

## CURRICULUM RESOURCE CENTER

Located in Chapin Hall, the Curriculum Resource Center houses a collection of educational materials for use by students, teachers, curriculum committees, and others interested in teaching resources. The Center's collection includes: textbooks, curriculum guides from New Jersey and schools across the nation, professional books, audio/video programs, activities and games. Also available for instruction and use in the Center are: computers, software, CD-ROM and laserdisc programs and a state-of-the-art "classroom of the future." Late afternoon hours are available for the convenience of graduate students and teachers. For further information, call (973) 655-5220.

## GLOBAL EDUCATION CENTER

The Global Education Center at Montclair State University is designed to coordinate all international endeavors on campus, to plan new efforts and to enhance international programs at the University. The Center encourages faculty to develop international expertise in their disciplines by facilitating scholarly research, teaching exchanges, travel programs and participation in international conferences. Through partnerships with international institutions, it assists in developing collaborative undergraduate and graduate programs. The Center provides opportunities for students to travel and study in every continent (except Antarctica) through semester-long study abroad programs, student exchanges, summer programs and study tours.

The Center administers the International Student Cultural Exchange Corps. (ISCEC) that arranges presentations at schools, community organizations and MSU classes for international and exchange students.

The Center, located at 22 Normal Avenue, features a print and video library of international study programs and is open between 8:30 a.m. and 4:30 p.m.

## INTERNATIONAL SERVICES

The Office of International Services (OIS) is responsible for the general growth, development, and welfare of all international students, scholars, and faculty on campus. The OIS provides advising on legal matters pertaining to Immigration and Naturalization Service (INS) regulations, and individual advising and workshops in the areas of adjustment to Montclair State University and the United States. In addition, orientation sessions are held twice each year for students and scholars, and immigration workshops are scheduled throughout the year. The OIS publishes *A Students' Guide to Immigration and Crossroads*, a newsletter for international students. Liaison services for students, faculty, and scholars with the U.S. State Department, the U.S. Immigration and Naturalization Service, and U.S. Embassies and Consulates also are provided. All new



international students, scholars, and faculty should contact this office located at 22 Normal Avenue, (973) 655-4253, within the first two weeks of the semester for information.

## LABORATORY AND SPECIAL FACILITIES

Well-equipped laboratories support research in the mathematical and natural sciences. The Psychoeducational Center and the Reading Center also provide learning opportunities for graduate students.

## LIBRARY

All students and faculty are encouraged to make full use of the services and resources of the Harry A. Sprague Library. These services include reference assistance (in person and via telephone), interlibrary loan (borrowing of materials from other libraries), access to non-print media, photocopiers, CD-ROM databases, on-line search services, library tours and bibliographic instruction, study and meeting space, reader/printer machines, public telephones, change machines, and designated quiet study areas. Academic Computing also maintains a computer lab in the library to support word processing, electronic mail and other computing needs.

An informed and helpful staff of librarians and library assistants is ready during all hours of opening to provide assistance in the use of the collections and services.

In addition to the superior reference, periodical, and circulating book collections, the Library is a selected depository of United States and New Jersey government publications.

An extensive non-print collections of government and reference reports on microfilm, corporate annual reports, spoken word and music recordings, and classical and award winning productions on videotape support a variety of scholarly projects.

A validated I.D. is needed to borrow books from and use some of the services of the Library. Soon after acquiring a validated I.D. card, students and faculty should register at the Circulation Desk of the Library to establish borrowing privileges.

All Library services are available during scheduled hours of opening. For more information, please call one of the numbers below:

General Library Information .....	(973) 655-4291/4297
University Librarian .....	7667
Circulation .....	4288
Government Documents .....	7145
Interlibrary Loan .....	7143
Non-print .....	5119
Periodicals .....	5270
Reference .....	4291, 4297
Library Hours (Recorded Message) .....	4298
Computer Lab .....	7701



## MARINE SCIENCES CONSORTIUM

The facilities of the New Jersey Marine Sciences Consortium, including the field station and laboratories at Sandy Hook, are available to Montclair State students. The consortium sponsors an extensive summer program of regular and independent study courses in the marine sciences at the graduate level.

## MEDIA CENTER

The Media Center provides access to instructional audiovisual equipment and materials. Graduate students may borrow a large variety of audiovisual equipment or have thermal transparencies made for them in the walk-in service area. As equipment reservations require time to process, advance requests are encouraged. Scheduling delivery and operation of equipment to classrooms requires 2 days advance notice. On request, the staff will demonstrate audiovisual techniques and design and produce custom graphic presentation materials.

## PSYCHOEDUCATIONAL CENTER

The Center has been designed to train graduate students in the areas of special education, learning disabilities, school psychology, speech-language pathology, and music therapy. It additionally serves the community by offering programs that suit the mutual needs of students and clients. The Center operates an assessment component, Communication Disorders Center, Demonstration Program, Parent/Infant Program, Music Therapy Clinic, and the Summer Intervention Program on campus.

## READING AND STUDY SKILLS CENTER

The Reading And Study Skills Center, located in the southwest corner of College Hall, offers assistance to all students in studying from textbooks, developing flexibility of reading rate, and personal reading improvement. Diagnosis of reading and study skills, counseling, and tutoring are also available.

In addition to campus services available in the Reading and Study Skills Center (R&SSC), community needs are served by a reading clinic for ages 6 - 18. The R&SSC provides clinical and educational experiences for undergraduates and graduate students also.

## TELEVISION CENTER

The well-equipped Dumont Television Center is located in Life Hall, Room 117. It handles those requests for television equipment and services which are not handled by the Media Center, such as repairs, duplication, satellite taping and viewing. On request, the staff will demonstrate television techniques and do some production. Telephone (973) 655-4341.

# ADMISSION AND MATRICULATION

To be admitted to graduate study at Montclair State, an applicant must have a baccalaureate degree from an accredited college or university in the United States or its equivalent from a foreign institution of higher education. An applicant must also have an appropriate academic background for the program or degree desired. To be matriculated in a particular degree program, the applicant must submit all required credentials and receive an admissions decision issued by the Office of Graduate Studies.

Applicants are evaluated on several criteria (e.g., grade point average, test scores, recommendations, interviews, essays and/or standardized portfolios, auditions) to enable the University to identify those students who demonstrate the greatest promise of scholarly achievement and ability to benefit from their proposed program of study.

To be admitted to the Teacher Education Program, applicants must meet separate criteria beyond those required for admission to graduate study. Instructional teaching certification may be gained exclusive of, or in conjunction with a degree program, and a post-certification degree program is also offered. (Please see "Teacher Certification, Post-Baccalaureate, Post Master of Arts Programs" in Index.)

**Applications/Enrolling in Graduate Classes:** For many programs, Montclair accepts applications on a rolling basis. However, a number of programs have fixed dates for the receipt of the application as well as all necessary credentials. Applicants should consult the current graduate application packet for specific information.

*A maximum of six completed graduate credits may be allowed for transfer to a degree program prior to attaining matriculated or deferred matriculated status.* This six credit total includes all transfer credits and non-degree credits taken at Montclair. A student must meet all course prerequisites. Successful completion of these six semester hours does not guarantee admission into a degree or certification program.

**Obtaining Graduate Applications and Graduate Information:** To obtain applications contact: The Office of Graduate Studies, College Hall 208, (973) 655-5147 or (800) 331-9207 or E-mail, include your surface mail address, (gradstudies@saturn.montclair.edu). The Office is open from 8:30 a.m.- 4:30 p.m., Monday through Friday. During fall and spring semesters, the Office is open Thursday evenings until 7:00 p.m. These hours are subject to change.

Whether enrolling as a matriculated or non-matriculated graduate student, it is critical that a student receive advisement prior to registering for courses. For graduate information and/or to be directed to the appropriate advisor check the Directory of Graduate Advisors in the back of this catalog.

# GENERAL REQUIREMENTS

**Transcript:** Two copies of an official transcript must be submitted from each college and university attended. Exception: Montclair State University transcripts will be obtained by the Office of Graduate Studies directly from the Office of the Registrar, upon signed authorization of the student on the graduate application.

**Standardized Test Scores:** The Graduate Record Examination (GRE) is required of all students applying for admission to a degree program, except: applicants to the MBA program who are required to take the Graduate Management Admission Test (GMAT); applicants to the Counseling area of the Department of Counseling, Human Development and Educational Leadership may take the Miller Analogies Test (MAT) instead; applicants to the Fine Arts Department or the M.Ed. are required to take the GRE or the Miller Analogies Test. Some departments also require a GRE subject test in the applicant's proposed field of study and/or the Miller Analogies Test. Students should check the current graduate application packet for specific information.

Students should arrange to have official notification of their test scores sent directly to the Office of Graduate Studies. Since it generally takes about six weeks for test scores to reach the University, students are advised to take the required test as soon as possible. Information regarding the GRE and the GMAT may be obtained from the Educational Testing Service, Princeton, New Jersey 08540, (609) 771-7670 or from the Office of Career Services at Montclair State, (973) 655-5194. For information about the Miller Analogies Test, contact Dr. Edward Martin, (973) 655-7300.

**Recommendations:** Recommendations from at least two persons who are qualified to evaluate the applicant's promise of academic achievement are required for admission to all degree programs.

**Statement of Objective:** All students applying for admission are asked to provide a statement outlining their goals and purposes in the graduate study they wish to pursue.

**Teaching Certificate:** A copy of an applicant's teaching certificate(s) is required of all students seeking admission to a program leading to advanced certification or certification in an additional field.

**Acceptance Procedure:** Final action on an application cannot be taken until all supporting credentials have been received in the Office of Graduate Studies.

Applicants who meet the minimum standards for admission will be advised by letter to arrange a conference with the graduate advisor of the department in which the student wishes to study. The department advisor will evaluate the student's qualifications for acceptance into the program.

**Matriculation:** Students who are accepted into a degree program will be formally matriculated and given an official work program developed in conference with the graduate advisor. The student will receive official notification of matriculation from the Office of Graduate Studies.



**Deferred Matriculation:** Applicants with marginal qualifications or inadequate preparation may be admitted to study on a conditional basis (deferred matriculation) with the understanding that eligibility for matriculation will be established in a manner prescribed by the department in which the student wishes to matriculate. Course work and other study undertaken to remedy the deficiency or to demonstrate the ability to do graduate-level work may be in addition to the regular program requirements.

**Non-Degree Students:** Individuals who have a baccalaureate degree and want to enroll in particular courses without reference to matriculation in any degree or certification program may apply for admission as non-degree students. However, MBA courses, as well as courses in programs with fixed deadlines, are not available to non-degree students.

Admission on a non-degree basis does not imply acceptance in or eligibility for matriculation in any degree program. A maximum of six graduate credits may be applied toward a degree program.

**Admission of Veterans:** Veterans seeking admission to a graduate program should apply to the Veterans Administration for a certificate of eligibility and entitlement well in advance of the registration date. These forms may be obtained at the Financial Aid Office located in College Hall, Room 321.

The Veterans Administration has established certain limitations, particularly with regard to changes in courses. It is therefore important that veterans clearly state their educational objectives on all appropriate forms.

To insure that the application is in order, and that the veteran has fulfilled the requirements of the GI bill, the veteran should report during registration to the Veterans' Counselor.

**International Applicants:** As proficiency in spoken and written English is prerequisite to graduate study at Montclair State, TOEFL (Test of English as a Foreign Language) scores are required for all applicants who have undergraduate degrees from institutions where English is not the native language. TOEFL is administered world-wide by the Educational Testing Service of Princeton, New Jersey. Scores from this test should reach the Office of Graduate Studies no later than the normal deadline. If you plan to take the TOEFL test after July 1998 in the United States, Canada, Latin America, Europe, the Middle East, or Africa, you will take a computer-based test (TOEFL CBT). Since the test will be different from the current paper-based test, the scores will also change. Please contact the Graduate Studies office in Spring 1998 for information on the new TOEFL CBT score requirement. Please contact ETS or your local ETS representative for more information about TOEFL CBT.

All international applicants must request a document-by-document evaluation from World Education Services (P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, USA). A copy of the report should be sent to the Office of Graduate Studies at Montclair State. In addition to providing World Education Services with official transcripts of all previous educational institutions and certified English translations, another set of official transcripts and certified English translations should be sent to the Office of Graduate Studies at Montclair.

After arrival in the United States, it will be necessary for all non-citizens who have not earned a degree in the United States (or in an English speaking country) to take an



English language proficiency test which is separate from the TOEFL. International students will be permitted to register only after results from this English test have been received.

**Qualified Seniors:** Montclair State undergraduates with an academic average of at least 2.67, who are within 16 semester hours of graduation, may take up to six semester hours of graduate work at the 500 level, if prior permission is granted.

Qualified undergraduates taking graduate courses for graduate credit must pay appropriate fees and tuition at the graduate student rates. Admission of an undergraduate to courses at the graduate level does not imply future acceptance into a graduate degree program.

**Visiting Students:** Graduate students matriculated at another college should consult the Schedule of Courses booklet for details on how to register for courses.

# ACADEMIC POLICIES AND REGULATIONS

**Course Load:** Nine semester hours constitute a full-time course load. Graduate assistants are required to carry six semester hours for full-time status.

**Course Numbering and Scheduling:** Selected courses numbered from 400 through 499 are senior-graduate courses. They may be taken for graduate credit only with the permission of the graduate advisor in the student's major department and only to the extent approved by regulations governing graduate studies. At this time, no more than 25 percent of the courses for a master's program may be numbered from 400 through 499 with the exception of the Master of Arts in Teaching and English and Comparative Literature degree programs. Courses numbered below 400 are not acceptable for graduate credit.

Courses numbered 500 and above are open only to graduate students and last-term seniors with prior approval. Courses are scheduled in the late afternoon and evening during the fall and spring semesters for most programs. Summer Sessions graduate courses are scheduled in both the day and evening.

**Prerequisite Courses:** It is the student's responsibility to satisfactorily complete a prerequisite course before scheduling a dependent course.

**Restrictions for Graduate Credit:** No credit is granted toward the Master of Arts degree for certain 400 level courses which are required for instructional certification.

Courses taken ten or more years prior to the date of the student's matriculation will not be accepted for credit toward the master's degree, except upon recommendation by the major department and approval of the appropriate academic dean.

No more than six semester hours of credit may be allowed for courses completed at Montclair State prior to matriculation for the master's degree, except in specially designated programs.

No graduate credit is allowed for courses taken at other colleges while the student is enrolled at Montclair State unless the student obtains prior approval from the appropriate academic advisor. A form for this purpose is available in the Office of Graduate Studies and should be completed well before the transfer credit is needed.

Credit is not allowed for courses taken on an audit basis.

It is the obligation of each student to ensure that no course undertaken for graduate credit duplicates a course previously taken by that student. Courses may not be taken more than once for credit regardless of any change in the course number or title.

**Transfer Credit:** A student may transfer six semester hours of graduate credit previously earned at an accredited college or university toward a degree program at Montclair State, provided the student obtains approval from the department graduate advisor at the time of admission, and provided that the credits were not previously applied to any degree, or are not more than ten (10) years old. This approval must be noted on the student's work program. Grades below B are not accepted for transfer credit, nor are courses below graduate level in the originating institution. Grades earned at other institutions are not included in the MSU cumulative grade point average.

**Time Limit:** Requirements for all master's degrees except the Master of Business Administration must be completed within six years from the date of matriculation unless there is an approved extension. In the case of the MBA, students must complete this program within eight years of the date of matriculation unless there is an approved extension. Written applications for extension will be reviewed and evaluated by the Office of Graduate Studies on the basis of the student's progress toward the degree and in accordance with established graduate policy at the time of application. The Dean of the school involved will be consulted in reaching a decision.

**Grades and Standards:** Effective fall semester 1989 the grading system for graduate courses at the 500 level or above, shall include:

A	=	4.0	C+	=	2.3	IN	Incomplete
A-	=	3.7	C	=	2.0	WD	Withdrew
B+	=	3.3	C-	=	1.7	NC	No Credit
B	=	3.0	F	=	0.0	AU	Audit
B-	=	2.7				RF	Repeated "F" Course

Effective fall semester 1989, the grade "D" was eliminated as a possibility for graduate students in graduate courses.

The mark "F" signifies: (1) academic failure; (2) failure of the student to submit written notice of withdrawal; or (3) unofficial withdrawal after the mid-point in the semester. The mark "WD" is given to those who submit in writing their intention of withdrawing from a course before the midpoint of a semester.

The grade "IN" is intended to indicate that the student has not completed the course and that a grade is being withheld until the work is performed and approved. Students must enter into a formal contract with the faculty prior to the end of the semester, using the form available in the Office of the Registrar. The "IN" if not replaced with a final grade by May 1st for fall incompletes and December 1st for spring and summer, will become an "F". Exceptions can be granted only upon petition to the appropriate school dean.

A change of grade request from other than an "IN" grade must be processed by faculty and approved by the appropriate school dean no later than the end of the next full semester following the semester in which the grade was earned. For students completing degree and certification programs, all required course work must be completed by the appropriate conferment/graduation date. The instructor must submit the final grade to the Office of the Registrar no later than 30 days thereafter in order for the diploma/certificate to be awarded. No changes will be made to the academic record beyond 30 days of the conferment/graduation date. The only exception to this policy is for Incomplete grades in electives beyond the number of credits required for the degree or program which may be changed according to the time frames for Incompletes as outlined above.

For purposes of determining the grade point average (GPA) for graduation, academic probation and all other situations which require a specific GPA, Montclair State University maintains GPA's to three decimal places. No additional rounding will occur.

In order to qualify for the master's degree, a student must have a 3.000 grade point average within the major as well as a cumulative grade point average of 3.000 based upon a possible 4.0 system.

Graduate students who receive a grade of "F" are not permitted to repeat the course. The Dean of Graduate Studies will have the discretion to make exceptions to this policy in special cases and extenuating circumstances. This policy is effective on September 1,

1997 and applies to all graduate students regardless of their date of entry to MSU.

If a course in which the student previously earned a grade of "C-" or higher at MSU is repeated at MSU (other than on an official Audit basis -- see section on Audit Policy) the second grade will be posted as "NC" (No Credit). It is the student's responsibility to ensure that his/her registration does not include ineligible courses.

Any student whose grades fall below 3.000 cumulative grade point average will be placed on academic probation. Failure to obtain the required average within the prescribed period of time leads to final review which may result in the termination of graduate studies. A student may appeal such action in writing to the Dean of Graduate Studies.

An official record of the semester's credits and grades earned will be mailed to students with no financial obligations to the University following the close of each semester. Students may also access their grades by telephone through the Voice Response System.

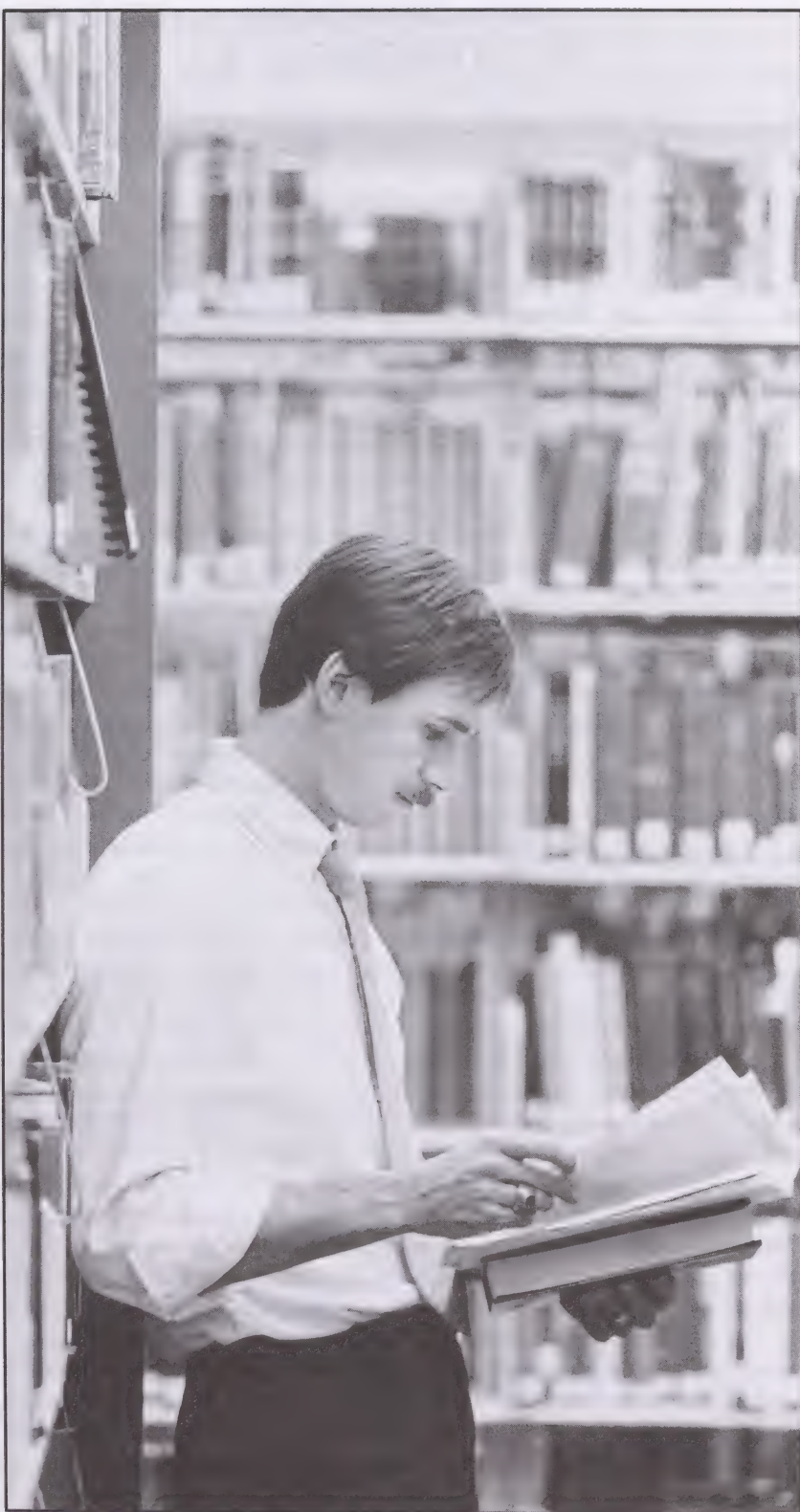
**Audit Policy:** To "audit" a course at Montclair State University is to attend class regularly, without the obligation of participating in classroom discussions, laboratory work, examinations, performances, or any class activity other than listening. A course may be audited under the following conditions:

1. Students auditing a course are required to establish eligibility for admission, register, and pay full tuition and fees.
2. A course may be audited on a space-available basis only and requires approval and signature of the department chairperson.
3. Montclair State's attendance policy applies to audited courses.
4. Audited courses are considered as part of the student's regular course load.
5. Audited courses do not carry academic credit.
6. Any student electing the audit option must complete an "Audit Application" and return it to the Office of the Registrar **prior to the end of the third week of classes** for regularly scheduled courses or its equivalent for short term and summer courses. An "audit" may not be changed to "credit", nor a "credit" to "audit" after the first three weeks of the semester.
7. The student's record will show a grade of "AU" for the course if the instructor certifies that the regulations, including required attendance, have been met.
8. A student who has audited a course may take the course at a later date for credit.

**Registration Procedure:** All formally admitted graduate students who were registered at Montclair State during a given semester and all newly admitted graduate students will automatically be eligible to participate in Registration for the immediately following semester. Returning students who are not currently enrolled must contact the Office of Graduate Studies to determine registration eligibility.

Registration procedures, regulations, and deadlines may be obtained from the Office of the Registrar or from the semester's Schedule of Courses book. Newly admitted students will receive information on registration from the Office of Graduate Studies.





# GRADUATION REQUIREMENTS

**Program of Study:** A minimum of thirty-two semester hours of graduate credit is required in all departments. Additional hours may be required to satisfy prerequisites or special programmatic purposes.

Students are required to complete the curriculum prescribed in the University catalog in effect, or as reflected in the academic work program, when they matriculate. Graduate students are required to maintain a cumulative grade point average of 3.000 based upon a possible 4.000 system. Graduate students are also required to maintain a cumulative grade point average of 3.000 in the major. Inquiries pertaining to an individual's program of studies should be referred to the appropriate academic or faculty advisor. It is the student's responsibility to meet all graduation requirements.

Degree candidates are required to file an Application for Final Audit with the Office of the Registrar prior to the intended graduation date. All degree requirements must be completed by the respective graduation dates.

All students with the exception of MBA students must pass a comprehensive examination in their field, either oral or written or both with the approval of the graduate advisor and the Office of Graduate Studies; a thesis may be substituted for all or part of the examination.

Candidates in many programs are also required to demonstrate their ability to execute and report on an independent research project or other creative production. This requirement may be satisfied in one of several ways: (1) a project report written in connection with a required departmental seminar, (2) a master's thesis or (3) the production of a creative project in the fine and performing arts or humanities. The option selected must have departmental approval.

A department may accept the master's thesis as equivalent to a required seminar and/or in lieu of all or part of the comprehensive examination.

**Thesis:** Those interested in writing a thesis must obtain a copy of the Thesis Guidelines from the Office of Graduate Studies or their major department, and consult the graduate advisor before beginning any part of the process. Students are responsible for following these guidelines in selecting an advisor and a topic, registering, completing, and typing the thesis, defending, and applying for graduation. Form A - Approval for Writing a Master's Thesis must be signed by all parties concerned and the appropriate section turned in at the initial registration for thesis. **THERE WILL BE NO REGISTRATION FOR THESIS OR THESIS EXTENSION WITHOUT WRITTEN PERMISSION.**

**Comprehensive Examination:** The comprehensive examination is open only to matriculated students in good standing and is usually administered once in the fall semester and once in the spring semester. Students should check with their departmental graduate advisor to determine the date and time of the examination.

It is the student's responsibility to file the Notification for Comprehensive Examination form with the appropriate department at the beginning of the semester the examination is to take place. The form is available in the Office of Graduate Studies or departmental offices.

Students who fail the departmental comprehensive examination are allowed to

retake it twice but must reapply each time as described above.

**Application for Final Audit:** It is the student's responsibility to complete the curriculum prescribed in the University catalog, in effect, or as subsequently modified, when he/she matriculates.

Students who will be completing their curriculum requirements for degrees, teacher certification, or Post-BA certificates must file an Application for Final Audit in the Office of the Registrar. In order to be evaluated for completion of requirements, students must adhere to the following deadlines:

**June 1 for the following January graduation**

**October 1 for the following May graduation**

**March 1 for the following August graduation**

Prior to the final opportunity to change registration for the final semester, the student will be mailed a copy of the final audit listing requirements that must be completed in order to meet the intended date of graduation. Students should confirm receipt of their **Application for Final Audit** by the Office of the Registrar by consulting the list posted outside the office during the month immediately following the filing deadline.

**Commencement and Diploma:** Commencement exercises are held in the spring of each year. In addition to the May degree candidates, students who have earned degrees in the preceding January or August will be invited to participate in the spring commencement exercises. Degree candidates for the upcoming August conferment will also be invited.

Diplomas will be mailed to those students who are academically clear and have no outstanding financial obligations to the University beginning approximately three months after the date of conferment.

**Certification (Teacher):** Master's degree candidates and Post-BA certification candidates who have been evaluated through the Office of the Registrar for New Jersey certificates must complete an Application for Certification and pay the required fees (in person in the Office of the Registrar) during the following periods:

**October 15 to November 15 for January graduation**

**March 15 to April 15 for May graduation**

**July 1 to August 1 for August graduation**

There is a fee of \$50/\$60 (subject to change) for each certificate.

Certificates will be sent to students from the State Department of Education in Trenton approximately two months after the date of conferment.

**New Jersey Teacher Testing Program:** The New Jersey State Board of Education requires that applicants for most certificates pass the appropriate NTE or Praxis II test. Printed information about the test requirement is available by calling the New Jersey State Department of Education at (609) 292-2070. This information is also posted on the bulletin board outside room 103, Chapin Hall.

**Other Certification:** Students seeking certification through professional associations (e.g. American Dietetic Association, National Association of Music Therapy, Inc.) should apply directly to the appropriate association.



# TUITION AND FEES\*

All students who have a bachelor's degree are assessed graduate tuition and fees regardless of the level of the course. Montclair State University undergraduates with permission to begin graduate study pay graduate tuition for courses at the 400 level or above when they designate these courses for graduate credit.

## Tuition (per semester hour of credit)

New Jersey Resident** .....	\$189.00
Non-Resident of New Jersey .....	\$235.00

## Fees

<b>Facilities</b> (per semester hour of credit) .....	\$ 2.50
<b>General Service</b> (per semester hour of credit) .....	\$ 6.00
<b>Student Union Building</b> (per semester hour of credit) .....	\$ 8.50
<b>Late Registration Processing</b> for all students who register after the regular registration period (non-refundable fee) .....	\$ 50.00
<b>Late Payment/Confirmation</b> fee for any student who fails to make payment or confirm his/her schedule (financial aid students) by the due date of the bill (non-refundable fee) .....	\$ 50.00

Graduate students registering for applied music courses and private study in composition pay regular tuition and fees, plus \$300 per applied music course.

\* Tuition and fees are subject to change without prior notice by action of the Montclair State University Board of Trustees

\*\* In order to qualify for the in-state tuition rate, the student, parent(s), or guardian(s) upon whom the student is financially dependent must be a bonafide domicile within the State for a continuous period of one year immediately prior thereto. (N.J.S.A. 18:62) All international students are considered as non-residents for tuition purposes, regardless of where they reside while attending Montclair State University. Any questions concerning the residency status should be directed to Student Accounts, Room 218C.

## Parking (decals purchased for the fall or spring semester are valid through the summer)

Automobiles and trucks (first vehicle registered) .....	\$35.00
(alternate vehicle registered) .....	\$18.00
Motorcycles (first motorcycle registered) .....	\$18.00
(alternate motorcycle registered) .....	\$ 9.00
Automobile and motorcycle (total) .....	\$44.00

**Application for Admission (non-refundable fee) .....** \$40.00

## Application for Certification (non-refundable fee)

Per each New Jersey Administrative, Educational Services or Instructional Certificate  
(depending upon the specific certificate) ..... \$50.00 or \$60.00



**Transcripts (non-refundable fee)**

Per copy (MSU undergraduate and graduate records for the same student are considered one copy)..... \$ 3.00  
Same day processing service is available at a charge of \$10 for the first copy and \$6 for each additional copy on that day.

**Payment**

Payment to Montclair State University may be in the form of cash (if paying in person at the Cashier's Office), money order, personal or certified check, or by credit card (Mastercard, VISA or Discover Card, \$50 is the minimum amount that may be charged).

Checks and money orders are payable to Montclair State University.

**Refund and Withdrawal**

Withdrawal and refund dates are published in the schedule of courses book for the fall and spring semesters and in the Summer Sessions catalog for the summer sessions.

Upon withdrawal, tuition and fees will be refunded according to the schedule listed below and on a course by course basis.

Tuition and service charges are refunded in full if classes are discontinued by University authorities.

**100% refund** if official student withdrawal is during the first week of classes for full term courses and prior to the third class meeting for all short term or mini courses.

**50% refund** if official student withdrawal is after first week but during first third of course.

**No Refund** if official student withdrawal is after first third of course.

In computing refunds, the percentage of refund is based on the date on which the Office of the Registrar receives written notice of withdrawal from the student (or the date of the U.S. postmark for those received through the U.S. Mail) and not on the circumstances which necessitate withdrawal.

No withdrawals are accepted after the midpoint of the course.

# FINANCIAL AID

Several kinds of financial aid are available to graduate students who meet all admission requirements. Some of these sources provide an opportunity for desirable professional experience as well. Conditions for assistantships, loans and other financial aid are subject to change.

**Graduate Assistantships:** Graduate Assistants are expected to contribute an average of 15 hours per week during a 10-month academic year covering September 1 to June 30. They may be given teaching assignments or other duties which are directly associated with their department's educational responsibilities.

A stipend of \$5,000 plus waiver of all University-wide fees and tuition for all graduate level courses required to complete individual degree programs are included as part of the assistantship. Graduate Assistants are defined as full-time students if registered for at least 6 semester hours. The Registrar is authorized to certify this full-time status. Therefore, Graduate Assistants may not register for more than 12 semester hours per semester without written approval of the appropriate academic dean. For an application, contact the Office of Graduate Studies. Deadline for application is the end of February for the next academic year.

Graduate Assistants must be fully matriculated into a graduate degree program at Montclair State prior to their appointment and must maintain a satisfactory academic status while serving as a Graduate Assistant.

**Resident Assistantships:** Opportunities are available for graduate students to work as Residence Hall Directors (graduate interns). These graduate interns serve as directors for small residence halls for undergraduate students from June 15 to June 15 of the following year.

There is a monetary stipend plus room and board for the year and a tuition waiver.

Applications are available in March when there is a vacancy. If any further information is required, you should contact the Office of Residence Life, fourth floor, Bohn Hall, (973) 655-5188 or (973) 655-5189.

We encourage graduate applicants who are accepted at Montclair State University in the fields of counseling, psychology, or communication, and with any prior experience as an undergraduate within Residence Life or student activities, to participate in our Residence Life Program.

The graduate assistants, as well as the full time residence hall director, play an important role in the administration of our residence hall program.

\* \* \* \* \*

**The following programs are administered by the Office of Financial Aid. All inquiries should be directed to (973) 655-4461.**

## **PROGRAM DESCRIPTIONS:**

**Federal Subsidized Stafford Loan:** Montclair State University participates in the William D. Ford Federal Direct Loan Program. This loan program is administered by the University; the federal government lends directly to students. Applicants must demonstrate financial need. The maximum amount of a subsidized loan is limited to \$8,500 annually for Masters' candidates and \$5,500 for Teacher Certification candidates. There is no interest charged while attending Montclair State, but it is charged at the time of repayment. The interest rate is variable. Repayment is deferred during at least half-time enrollment. The student is permitted one, six month grace period once half-time enrollment is discontinued or terminated.

**Federal Unsubsidized Stafford Loans:** These loans are available to students who do not meet the eligibility criteria for the Federal interest subsidy. Students may borrow the remainder of the COST OF EDUCATION above the \$8,500/\$5,500 in this Loan Program. Interest accrues while student is in attendance. The interest rate is variable. Repayment is deferred during at least half-time enrollment. Student is permitted one, six month grace period once half-time enrollment is discontinued or terminated. Principal is deferred.

**New Jersey College Loans to Assist State Students (NJCLASS):** NJCLASS is a loan program administered by the New Jersey Higher Education Assistance Authority (NJHEAA) which also acts as a lender. Students may borrow the remainder of the COST OF EDUCATION in this Loan Program. State residency and credit history are considered for eligibility. A co-signer may be required. Interest accrues while student is in attendance. Students may select an active repayment or deferred principal repayment option. Those who defer repayment must maintain at least half-time status. Students who are enrolled in programs which are ineligible for Federal Loans may borrow from this program. NJCLASS loans are an alternative to unsubsidized Stafford loans. Students who are not in academic programs eligible for Federal Stafford Loan funding may be eligible to receive a NJCLASS loan.

**Federal Work-Study:** Graduate students may apply for part-time jobs in the University at an hourly rate under the Federal Work-Study program. Students must demonstrate financial need.

**Educational Opportunity Fund Grants (EOF):** Residents of New Jersey who received undergraduate EOF grants, or who were qualified for EOF but did not attend undergraduate colleges with EOF programs, may apply for EOF grants. Those interested should contact the EOF Office at (973) 655-4384.

**Eligibility:** Students must meet all established eligibility criteria for financial aid funds. Financial aid recipients must maintain at least half time (5 credits per semester) status. In addition, applicants must be accepted into an eligible institutional program for Title IV

Loans on a program specific basis. The chart below provides information about this regulation. *Note: Regulations regarding student eligibility are subject to change without notice.*

## Enrollment Status:

### Who May Borrow?

### How Much May I Borrow?

<ul style="list-style-type: none"> <li>• Matriculated MA, MAT, MBA, MED and MS students.</li> <li>• Deferred matriculated students can borrow for one academic year.</li> </ul>	<p>Federal Direct Subsidized Stafford Loan - up to \$8,500 per year for students with demonstrated financial need.</p> <p>Federal Additional Unsubsidized Stafford Loan Program - students may borrow up to the cost of education, but not more than \$10,000 per year.</p> <p>NJCLASS Loan - students may borrow up to the cost of education (about \$14,500 per year for full-time students) minus other Financial Aid. Co-signer may be required.</p>
<ul style="list-style-type: none"> <li>• Instructional Teacher Certification students</li> <li>• Paralegal Certification Students</li> </ul>	<p>Federal Direct Subsidized Stafford Loan - up to \$5,500 per year for students with demonstrated financial need.</p> <p>Federal Additional Unsubsidized Stafford Loan Program- students may borrow up to the cost of education but not more than \$5,000 per year.</p> <p>NJCLASS Loan - any student may borrow up to the cost of education (about \$14,500 per year for full-time students) minus other financial aid.</p>
<ul style="list-style-type: none"> <li>• Graduate students in all other Certificate programs</li> </ul>	<p>NJCLASS Loan - students may borrow up to the cost of education (about \$14,500 per year for full-time students) minus other Financial Aid. Co-signer may be required.</p>
<ul style="list-style-type: none"> <li>• Non degree program students</li> </ul>	<p>Students are not eligible for any financial aid.</p>

**Satisfactory Academic Progress:** All graduate students who receive financial aid administered by the Financial Aid Office must maintain “satisfactory academic progress” as defined by the University.

**The FAFSA (Free Application for Federal Student Aid)** form is used to determine eligibility for all Student Loans and the Federal Work-Study Program. The FAFSA is available from the Financial Aid Office. Applicants must also file the **Institutional Application** for Graduate Student Financial Aid. Students who have a Renewal FAFSA application may complete that form.

In order to receive award notification for Fall semester billing the **FAFSA** and the **Institutional Application** must be filed by **MARCH 1** of the prior academic year.



**International Students (Non-Resident Tuition Waiver):** A remission of non-residential tuition may be made to active students from other countries who demonstrate financial need. Those interested should apply by November 1 for the following spring semester and by May 1 for the following fall semester. For further information and/or applications please contact the International Student Advisor at (973) 655-4253.

**Part-Time Employment:** Career Services, located in the Academic Success Center, third floor, (973) 655-5194, lists thousands of part-time, summer, and temporary positions each year. Graduate students may check current listings daily between 8:30 a.m. and 4:30 p.m., Monday through Friday and on Thursdays until 7 p.m. during the semester. In addition, they can confer with a career counselor, attend seminars on job hunting, and register with the office's computerized job matching system to receive notices in the mail.

## **Scholarships:**

### **Graduate Studies**

#### **HAROLD C. BOHN FELLOWSHIP**

*Amount: Varies*

*Criteria: MSU senior who shows promise in any academic discipline and presents a bona fide plan for graduate study.*

*Contact: Dean of Students*

#### **WILLIAM P. DIOGUARDI FELLOWSHIP**

*Amount: Varies*

*Criteria: Graduating MSU senior with a minimum 2.80 cumulative GPA who competed in intercollegiate athletics as a member of a varsity team and has been accepted into a post-baccalaureate degree program.*

*Contact: Director of Athletics*

#### **THE PHYLLIS LEBOFF ENDOWMENT FUND IN HONOR OF HER HUSBAND, GERALD A. LEBOFF**

*Amount: Varies*

*Criteria: Talented and gifted MSU students.*

*Contact: Administrator, MSU Foundation*

#### **SIMONE PICARD ASSISTANCE FUND**

*Amount: Varies*

*Criteria: Student enrolled in a master's degree or other post-baccalaureate program at Montclair State University. Preference given to applicants preparing for careers in teaching or related educational areas. Partial assistance may be granted to baccalaureate degree students who have completed at least 60 semester hours of work of which 24 semester hours had been completed at MSU.*

*Contact: Chair, Simone Picard Assistance Fund Committee*

### **ALBERT WANG THESIS SCHOLARSHIP**

*Amount:* Varies up to \$1,000

*Criteria:* Fully matriculated graduate students at MSU conducting scholarly research in conjunction with the writing of a thesis who have met the requirements for enrollment in the thesis course appropriate for their graduate programs.

*Contact:* Dean, Graduate Studies

### **Biology**

#### **AL STEIN AWARD**

*Amount:* Varies

*Criteria:* Graduate students pursuing a degree in a program offered in the Biology Department. Minimum 3.00 cumulative GPA.

*Contact:* Chair, Biology Department

### **College of Science and Mathematics**

#### **MARGARET AND HERMAN SOKOL AWARD FOR INTERNATIONAL GRADUATE STUDY/RESEARCH**

*Amount:* \$5,000 (\$2,500 per semester)

*Criteria:* Graduate student matriculated in a science program offered by College of Science and Mathematics, who has completed at least 64 semester hours at MSU, with at least 24 semester hours completed in a scientific major, and completed at least 6 semester hours in a foreign language or demonstrate language equivalent proficiency.

*Contact:* Dean, College of Science and Mathematics

### **Communication Sciences and Disorders**

#### **HAROLD M. SCHOLL SCHOLARSHIP**

*Amount:* \$250 annual award

*Criteria:* A matriculated graduate student in the Department of Communication Sciences and Disorders who has completed 15 credits, has a minimum GPA of 3.50 in the major and shows potential for making an outstanding contribution in the field of language and learning.

*Contact:* Chair, Communication Sciences and Disorders Department

### **English**

#### **MARY BONDON SCHOLARSHIP AWARD**

*Amount:* \$1,000

*Criteria:* Qualified English Department graduate student pursuing a teaching career in English Literature.

*Contact:* Chair, English Department

### **LAWRENCE H. CONRAD MEMORIAL SCHOLARSHIP**

*Amount:* Varies

*Criteria:* MSU graduate, pursuing graduate degree in American Literature or Creative Writing at the University. Selection based on value of thesis proposal and financial need.

*Contact:* Chair, English Department

## **French**

### **FRENCH DEPARTMENT SCHOLARSHIP FOR GRADUATE STUDY**

*Amount:* \$500 (\$250 per semester)

*Criteria:* *Qualified student pursuing a graduate degree in French who shows financial need and demonstrates merit.*

*Contact:* *Chair, French Department*

## **Mathematics and Computer Science**

### **AUDREY VINCENTZ LEEF SCHOLARSHIP**

*Amount:* *Varies.*

*Criteria:* *Fully matriculated full-time or part-time, undergraduate or graduate students enrolled in at least one mathematics course. Candidates must provide evidence of financial need and must have completed the New Jersey Financial Aid form with results on file at MSU.*

*Contact:* *Chair, Mathematics and Computer Science Department*

### **MAX A. SOBEL FELLOWSHIP**

*Amount:* *Amount and frequency varies.*

*Criteria:* *Graduate student in mathematics education; nominated by mathematics education faculty.*

*Contact:* *Chair, Mathematics and Computer Science Department*

### **WESTERDAHL SCHOLARSHIP**

*Amount:* *Tuition Waivers (maximum of 4 courses) Book/Equipment/Travel Awards (maximum of 4 courses)*

*Criteria:* *Awards are for graduate education in mathematics and/or computer science.*

*Contact:* *Graduate Advisor, Mathematics and Computer Science Department*

## **School of the Arts**

### **SCHOOL OF THE ARTS SCHOLARSHIP/TALENT GRANT**

*Amount:* *Varies*

*Criteria:* *Recipients must be full-time students, majoring and/or minoring in a program in the School of the Arts. Minimum GPA 3.000.*

*Contact:* *Dean, School of the Arts*

## **School of Business**

### **SOVEREL BOOK AWARD**

*Amount:* *\$200*

*Criteria:* *Undergraduate or graduate student in one of the programs within the School of Business who is an employee of a banking organization in the community.*

*Contact:* *Dean, School of Business*

## **Speech Communication**

### **ELLEN KAUFFMAN TRAVEL GRANT FUND**

*Amount: Varies*

*Criteria: Undergraduate and graduate students majoring in a program offered by the Departments of Broadcasting, Speech Communication, Theatre and Dance; minimum GPA of 3.0 in major courses.*

*Contact: Chair, Speech Communication or Theatre and Dance Department*

## **Teacher Education**

### **ANNE KIRBY MEMORIAL SCHOLARSHIP**

*Amount: Varies*

*Criteria: Matriculated graduate students currently teaching or preparing to teach and enrolled in the M.Ed. or M.A.T. degree program at MSU.*

*Contact: Dean, College of Education and Human Services.*

### **ERCELL I. WATSON MEMORIAL FUND**

*Amount: \$100*

*Criteria: Educator who is matriculated in, or a graduate of a master's degree program in the College of Education and Human Services*

*Contact: Dean, College of Education and Human Services*

## **Theatre and Dance**

### **ELLEN KAUFFMAN TRAVEL GRANT FUND**

*Amount: Varies*

*Criteria: Undergraduate and graduate students majoring in a program offered by the Departments of Broadcasting, Speech Communication, Theatre and Dance; minimum GPA of 3.0 in major courses.*

*Contact: Chair, Speech Communication or Theatre and Dance Department*

### **DENNIS K. McDONALD SCHOLARSHIP AND AWARD IN THEATRE**

*Amount: \$100*

*Criteria: Theatre graduate student with a minimum of 3.000 GPA in theatre courses. Must exhibit performance quality, professional potential, evidence of continued development.*

*Contact: Chair, Theatre and Dance Department*

For a complete list of scholarships available to graduate and undergraduate students, consult the current undergraduate catalog, available in the Office of Admissions.

**Veterans Benefits:** The Financial Aid Office provides information and advice to students regarding federal and State Veterans' benefit programs. All United States veterans who enroll at the University should contact the office as early as possible in their academic program. All veterans should submit a copy of their discharge papers (DD214) to the Financial Aid Office. Benefits are not available for audited courses. If a veteran adds, drops, or withdraws from a course, he or she should immediately forward a copy of the appropriate form to the Financial Aid Office.

For further information contact the Financial Aid Office, CO-321, College Hall; telephone (973) 655-4462.



# STUDENT SERVICES

**Alumni Association:** The Montclair State University Alumni Association is a non-profit organization that has served the graduates of the University since 1910. All graduates of Montclair State, Panzer College, and their earlier embodiments are members of the Association.

The Alumni Association, in cooperation with the Office of Alumni Relations, has the primary responsibility to initiate, encourage, and coordinate solicitations of graduates of Montclair State. The Association's annual solicitation program includes phonathons and direct mail. Unless otherwise designated, all gifts are credited to the Alumni Annual Fund, and are used to sponsor a number of programs each year including Faculty Research Grants, Outstanding Graduate Student Awards, Undergraduate Scholarships, Student Project Grants, Homecoming, on- and off-campus reunions, the Presidential Lecture Series, and travel programs, conferences, seminars, and other noteworthy projects.

The Alumni Association is governed by an elected Executive Board, working in concert with Montclair State's Office of Alumni Relations, consisting of a full-time director, program assistant, and a part-time bookkeeper, and records clerk. The Office of Alumni Relations has the primary responsibility for developing and maintaining the liaison between the University and the Alumni Association, and functions as part of the Division of Institutional Advancement.

The Alumni Relations offices are located on the second floor of the Alumni House at 34 Normal Avenue, across from Sprague Field. Telephone: (973) 655-4141.

**Bookstore:** The University Bookstore is located on the lower level of the Student Center. Normal hours of operation are Monday through Thursday, 8:30 a.m.-8:00 p.m. and Fridays, 8:30 a.m.-4:30 p.m. Extended hours are available at the beginning of each semester. Telephone (973) 655-4310.

The bookstore carries required textbooks and supplies as well as a wide variety of other merchandise. In many cases, textbooks are available for purchase several weeks prior to the beginning of the semester. It is recommended that students bring their course schedules to the bookstore to aid in the selection of books, which should be purchased early. During the fall and spring semesters, undamaged books may be returned within 15 calendar days of the first day of class provided that students produce sales receipts. "Red Hawk Dollars", the University debit card, may be used in the bookstore. Contact the Office of Contracted Services at (973) 655-7431 for further information.

**Campus Ministry:** The Montclair State University campus is served by a number of professional campus ministers, ordained chaplains and advisers representing major religious denominations who support their efforts here. Together they form the Campus Ministry Council (CMC) in liaison with the Dean of Students, as an ex-officio member of the CMC.

Student led religious organizations, chartered by the SGA., Inc., serve the campus as well. They are listed in the Student Handbook.

While groups do meet on campus for religious celebrations, MSU does not have a House of Worship. However, there are many local places of worship which are also listed in the Student Handbook.

If you are unable to reach a member of the Campus Ministry Council at (973) 655-5364, please call the Newman Catholic Center at (973) 746-2323.

**Career Services:** This office provides career planning and job hunting information to students who are uncertain about their career goals as well as those who have particular goals in mind. Graduate students are welcome to take advantage of all services including individualized counseling by appointment, seminars related to the job hunt, an extensive career library, and listings of full-time and part-time jobs as well as internships.

Especially useful services include full-time and part-time computerized job matching programs and an "Alumni Network" comprised of Montclair State graduates in various career fields who are willing to share career information. Visit Career Services home page, via Lynx or Netscape, at [http://www.montclair.edu/Pages/Career Services/career.html](http://www.montclair.edu/Pages/Career_Services/career.html) to learn about jobs all over the country and career, employer and graduate school information.

The office is located in the Academic Success Center, third floor, and is open Monday through Friday from 8:30 a.m.-4:30 p.m. and Thursday evenings until 7 p.m. during the semester. Appointments are not needed to use the career library, attend seminars, or look at the job listings. Appointments with counseling staff may be made by calling (973) 655-5194. Come into the office and see what's available.

**Child Care Center:** The Child Care Center has been designed to be an exciting, inviting place where children can explore a wide variety of materials and activities. The Center provides a developmental program for children ages 3 months to 6 years. The Center may be used by MSU students, faculty and staff for their children.

The Center is located in Stone Hall and the hours are 7:30 a.m. to 6 p.m. Arrangements can be made to provide child care until 8 p.m., if the need exists. For further information and fees, please contact Janey DeLuca, Director, at (973) 655-7586.

**Contracted Services:** The Office of Contracted Services, located in College Hall, Room 311B, represents the University for services contracted from outside sources such as the University Store, Dining Services, C-Store, Game Room, Flea Market and vending operations. The Office of Contracted Services also administers "Red Hawk Dollars", the University's debit card. For more information, please call (973) 655-7431.

**Counseling:** Psychological Services, Susan Herman Ph.D., Director, Gilbreth House. Brief, short-term psychotherapy is offered without charge to students who believe their fears, conflicts, depressions, tensions, or self doubts are interfering with their academic achievement and optimal growth. Such counseling can provide new perspectives on, better understanding of, and helpful insights into the personal, intellectual and social challenges of university life. A consulting psychiatrist provides medication evaluations when needed. The center also sponsors short term groups on various topics of interest to students such as, Adult Children of Alcoholics, Test Anxiety and Interpersonal Groups. These groups are offered each semester, and are available to everyone.

**Confidentiality:** The ethical practices standards of the American Psychological Association are used as guides by the specially appointed staff. This means that the contents of the therapy sessions cannot be disclosed to any one or become a part of your record without permission.

**Appointment Procedure:** Students wishing an appointment should see the Psychological Services secretary, who will schedule an appointment with a psychologist. The office is located in Gilbreth House which is located right behind Freeman Hall, telephone (973) 655-5211.

**Cultural Opportunities:** A number of significant series of cultural events adds to the pleasantness and interest of life on the campus. The Department of Theatre and Dance presents several plays each semester, and, in the spring, a major student dance concert. The Department of Fine Arts and the division of galleries together operate exhibit spaces that are generally changed monthly. Distinguished artists visit the campus to talk about their work at the Fine Art Department's Art Forum which takes place on most Thursday afternoons during the semester. The Music Department offers an extensive series of faculty and student concerts and recitals. The Office of Cultural Programming brings to the campus distinguished performers such as Emelyn Williams, Alwin Nikolais and Shapiro and Smith.

During the summer, TheatreFest, the University's professional equity theatre in residence, offers a series of shows with renowned stars.

**Dining Services:** There are various locations on campus where food service is available: Blanton Hall, Freeman Hall, the College Hall Snack Bar, and several locations in the Student Center, including the Cafeteria, Rathskeller and Student Center Dining Room. Catering services are also available. The Convenience Store is located in the Student Center. Vending machines are located in many buildings across campus. Operating schedules are posted at each location. At various locations within this dining program, food services are available seven days a week.

Graduate students may choose a 19, 14, or 9 meals per week dining plan or Plan 60. Each plan may be used in conjunction with a "Red Hawk Dollars" account which is the University debit card. The card is available for use in all authorized dining locations in the Student Center and in Blanton and Freeman Dining Halls from 7 a.m.-10 p.m. (hours vary by location). For information, please contact the Office of Contracted Services, College Hall 311B, (973) 655-7431, Monday through Friday, 8:30 a.m.-4:30 p.m.

**Further Graduate Study:** Students interested in attending a university for study toward a doctoral degree may find information in Career Services (Academic Success Center, third floor). Departmental advisors should be contacted for information related to their specific discipline.

**Health Services:** The Center for Health Services and Wellness Programs is located on the first floor in Blanton Hall with other facilities located on the lower level in Panzer Gymnasium. The Center offers services for treatment of short-term illnesses, injuries, alcohol and drug treatment, conditioning, gynecological services for women and a variety of referral services as needed. Advice on health and wellness issues, local specialists and other off-campus health services also is available. Confidentiality is assured for all services, treatment and consultation provided by the Center. For hours and further information, call (973) 655-4361. During off hours, emergency service is available by contacting Campus Safety and Security at (973) 655-5222.



**I.D.:** Students, faculty and staff are required to have a University-issued Photo Identification Card. This card must be shown to borrow books or copies of tapes from the Library; to use a book on Library reserve; to use the field house; and to participate in various activities sponsored by the Student Government Association and Montclair State University.

All students holding photo I-cards will receive validation labels in College Hall, Room 204 or 216 at the start of each semester. All new students must have their photo taken at the I-card office, Bohn Hall, Lobby Level. Students are encouraged to obtain an I-Card within one year from the date they are admitted. There is a \$10.00 charge for replacement cards. Office hours are Monday through Friday, 8:30 a.m.-4:30 p.m., and Thursday evenings until 7 p.m. during the fall and spring semesters while classes are in session only. Please bring your paid receipt or a copy of your class schedule and another form of identification when applying for the I-card. For hours and further information, please call (973) 655-4147.

**Insurance:** Medical insurance is available to all students at low cost, whether full- or part-time. It is mandatory in the state of New Jersey to have medical insurance while attending college or university. Students are billed by the University as part of tuition/fees billing. Students who show proof of insurance coverage may be waived

**Older Adult Tuition Waiver Program:** New Jersey residents 65 years of age or older are eligible to take courses on a space available, tuition-waiver basis. For more information, please call (973) 655-4431.

**Parking:** The University maintains several parking lots for use by students. These are designated on all campus maps. Montclair State assumes no responsibility for cars or their contents while parked on University property. Parking decals are required of everyone and are available in the Business Services Office in College Hall. Decals must be displayed on all cars parked on campus. Shuttle buses are available to take people to and from parking lots and classroom buildings.

Students who fail to obey parking rules may receive either a municipal or University summons and their cars may be towed.

**Residence Halls Facilities:** The Office of Residence Life provides limited housing for graduate students in the Clove Road Apartment complex. The Office of Residence Life (Room 411 Bohn Hall) is open on weekdays from 8:30 a.m. to 4:30 p.m., closed on certain holidays and weekends, and may be reached at (973) 655-5188 or (973) 655-5189.

**Safety and Security:** Assistance is provided by the Department of Safety and Security in several ways: protection, investigation, service, information, and advice.

Campus Police will respond to all criminal activity, investigate all motor vehicle accidents, other incidents, and enforce all applicable laws and University regulations. Students are encouraged to report any incidents of a suspicious nature.

Some of the services offered to students by the Department of Safety and Security are: services to motorists (keys locked in car, stalled or disabled vehicle), temporary parking permits (emergencies, temporary use or replacement vehicle, guests on campus, temporary overnight or disabled parking), and information on rape awareness, substance abuse, and crime prevention.



In case of fire or a life threatening emergency, dial extension 4111 on the campus line. For other assistance, dial extension 5222. Emergency call boxes are located on light posts throughout the parking areas as well as buildings around campus. These phones provide a direct line to the police dispatcher.

**Student Center and Dining Facilities:** The Student Center contains the University Bookstore (books, supplies, clothing, gifts, etc.), Convenience Store, Information Desk, gameroom, Flea Market, and dining facilities.

There are a variety of dining options in the Student Center: the cafeteria, waitress service dining room, Rathskeller/pizzeria, Convenience Store, and vending machines which provide snacks and cold beverages. There is also a satellite operation in College Hall, The Café.

The Student Center is open when classes are in session throughout the academic year. During examination time and over holidays, modified hours will be posted.

For further information, call (973) 655-7548 or 4411.

**Transcripts:** To obtain a transcript, students must complete and sign a transcript request form, available through the Office of the Registrar. A fee of \$3.00 per copy (MSU undergraduate and graduate records for same student are considered one copy) is payable in advance to Montclair State University. Please allow 10 working days for processing of all transcript requests. Additional time should be allowed for transcripts processed at the conclusion of each semester or session. Same day processing service is available at a charge of \$10.00 for the first copy and \$6.00 for each additional copy on that day.

Transcripts will not be released for students who have an obligation (i.e., financial, library, parking, loan, etc.) to Montclair State University.

**Women's Center:** The Women's Center is located in the Student Center, Rooms 420-422, telephone (973) 655-5114. The Women's Center aids in the education of women and men with respect to their changing roles, rights and responsibilities in today's world. Different programs/workshops and weekly noon discussion/support groups are offered each semester. A reference library and a referral service are available to Montclair State and the nearby community on a continual basis.

# ACCOUNTING

*Chairperson: Prof. Frank Aquilino*

*Program Coordinator: Prof. Frank Aquilino*

The Master of Science in Accounting in conjunction with a Bachelor of Science in Accounting, meets the minimum education requirements to sit for the CPA examination in New Jersey. It also meets the needs of the business community by enhancing and broadening communication skills, both written and oral, quantitative skills and critical thinking. In addition, there is more emphasis on technical skills of a broader variety to function as a professional accountant. This program will begin in the Fall, 1998.

## ADMISSION INFORMATION

Students applying to this program must be either an undergraduate business major with a concentration in accounting or an undergraduate accounting major.

Candidates are required to submit an application for graduate admission which includes:

- Two official copies of the academic transcript from each college and/or university attended;
- Scores from the Graduate Management Admission Test;
- A statement of professional objectives;
- Two letters of recommendation from persons qualified to evaluate the applicant's promise of academic achievement and potential for professional growth;
- A non-refundable fee of \$40.00 must accompany each application.

Application materials must be obtained from and returned to:

Office of Graduate Studies

Montclair State University, Upper Montclair, NJ 07043.

### Graduate Management Admission Test

The GMAT is required of all students. No application will be considered without these scores. Under the Auspices of the Educational Testing Service, the test is offered by various colleges and universities including Montclair State University. For exact dates and locations contact: The Education Testing Service, Box 966, Princeton, New Jersey 08541.

The entry requirements for the graduate program are the same as the MBA program. A minimum 500 score for the GMAT and a 3.0 cum for the undergraduate degree. A graduate committee consisting of Accounting, Law and Taxation faculty only will review and approve candidates's request for admission. Those candidates meeting the minimum requirements will be automatically accepted.

# REQUIREMENTS FOR THE MASTER OF SCIENCE IN ACCOUNTING

	<b>Semester Hours</b>
<b>I. Required Core Courses (15 semester hours):</b>	
ACCT 540 International Taxation and Accounting .....	3
ACMS 505 Financial Auditing .....	3
ACMS 506 Accounting/Taxation/Auditing Research Seminar .....	3
LWMS 501 Business Law I .....	3
LWMS 502 Business Law II .....	3
<b>II. Concentration in Professional Accounting (18 semester hours)</b>	
ACMS 508 Government and Not-For-Profit Accounting .....	3
ACMS 510 Accounting Information Systems .....	3
ACMS 512 Basic Taxation for Accountants .....	3
ACMS 514 Advanced Taxation for Accountants .....	3
<b>Electives (6 semester hours)</b>	
Select two electives for any course in the business school at the 500 level except the MBA business core and MBA accounting and tax courses .....	6

## ACCOUNTING

### Course Descriptions

	<b>Semester Hours</b>
<b>ACCT 540 INTERNATIONAL TAXATION AND ACCOUNTING</b>	<b>3</b>
The course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports and business site location.	
<b>ACMS 505 FINANCIAL AUDITING</b>	<b>3</b>
Financial Auditing (theory and practice), a graduate level course, encompasses the various type of engagements the certified public accountant may be asked to perform. Specifically the attest function, compilations, reviews, compliance audits, and special engagements will be addressed. The role and responsibilities of the external auditor is discussed. The impact of various reports (Treadway Report, Cadbury Report, COSO, etc.) are reviewed to evaluate the impact on the accounting profession. The content of this course is structured for individuals who wish to enter the public accounting profession.	
<b>ACMS 506 ACCOUNTING/TAXATION/AUDITING RESEARCH SEMINAR</b>	<b>3</b>
A graduate level course that focuses on a review of current research techniques, methodology and their application to accounting/taxation/auditing. Use of appropriate research techniques and methodology are to be used to develop/implement a required research proposal of publication caliber.	
<i>Prerequisite: This course is to be taken after completion of all course work, except free electives.</i>	

**ACMS 508 GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING 3**

This course reviews the accounting and reporting concepts, standards and procedures applicable to the Federal government, state and local governments and not-for-profit institutions such as universities and hospitals.

*Prerequisite: Graduate standing or equivalency (at recognized program somewhere else).*

**ACMS 510 ACCOUNTING INFORMATION SYSTEMS 3**

Examines the theory and practice of developing and maintaining accounting based information systems. Systems development techniques, system control and documentation are emphasized. Transactional, data-based distributive and electronic data exchange concepts are developed. The auditing of computer based systems is structured.

*Prerequisites: ACMS 505 and INFO 373 (Systems Analysis for Business)*

**ACMS 512 BASIC TAXATION FOR ACCOUNTANTS 3**

The purpose of this course is to introduce students to a broad range of tax concepts for the individual and to emphasize the role of taxation in the business decision-making process. Coverage includes on a broad basis; the framework of the tax system, factors in selecting a choice of entity, types of income, deductions and losses, types of distributions to owners including their tax effect, tax impact of shifting ownership, different types of corporate compensation and professional responsibilities.

**ACMS 514 ADVANCED TAXATION FOR ACCOUNTANTS 3**

The purpose of this course is to further expand on the basic concepts presented in "Basic Taxation for Accountants." Formation, operation and dissolution of sole proprietorships, C corporations, S corporations, partnerships are discussed. Coverage also includes limited liability entities, alternative minimum tax calculations for individuals and corporations, related party transactions, estate and gift tax, fiduciary accounting, tax planning and ethics.

*Prerequisite: ACMS 512.*

**LWMS 501 BUSINESS LAW I 3**

The course introduces the student to the legal and regulatory environment of business and studies the law of contracts, agency and partnerships.

**LWMS 502 BUSINESS LAW II 3**

The course introduces the student to the law of corporations, commercial paper, bailments, sales and secured transactions.

*Prerequisite: LWMS 501.*



# ANTHROPOLOGY

*Chairperson: Dr. Kenneth Brook*

*Program Coordinator: Dr. Andrew H. Maxwell*

## COMBINED BACHELOR AND MASTER OF ARTS IN PRACTICAL ANTHROPOLOGY

### THE PROGRAM

The five-year combined undergraduate and graduate program in practical anthropology culminating with the MA degree provides an integrated undergraduate and graduate education in anthropology. Its primary objective is to provide students with the knowledge, skills and experience to pursue careers in applied anthropology. Along with the applied focus, the program maintains anthropology's holistic tradition of integrating biological, archaeological, linguistic, and cultural approaches to understanding human behavior.

### CAREER OPPORTUNITIES

- Museum curating;
- Historical preservation and reconstruction;
- Government and private planning and research agencies;
- International relations organizations;
- Public interest organizations, community planning;
- Medical and mental health programs;
- Helping professions;
- Market research, consumer affairs.

### PROGRAM OBJECTIVES

- To familiarize students with anthropology's five major subfields: archaeology, biological anthropology, linguistics, cultural anthropology and applied anthropology.
- To foster cultural sensitivity by addressing basic uniformities in human concerns and diverse cultural practices.
- To introduce students to the applications of anthropology in contemporary affairs, and to the contexts within which practicing anthropologists function.
- To instruct students in the qualitative and quantitative methods used by practicing anthropologists.
- To provide specialized preparation for students in needs and impact assessment, program evaluation, policy development, communication and mediation, and cultural resource management.

- To provide actual field experience in the practice of anthropology by placing students in regional public and private agencies, where under faculty guidance and agency supervision, they assume responsibility for completing a significant project.
- To educate students about career opportunities in applied anthropology and the best strategies to be used in marketing their skills and experience.

## ADMISSION TO THE PROGRAM

The needs of graduate applicants are reviewed on an individual basis to insure that prerequisites for successful completion of the program are satisfied. Every effort is made to minimize the number of undergraduate courses required of entering new students. During the final year of the program, each student conducts an apprenticeship in an actual work setting. To be awarded the MA in Practical Anthropology, students must achieve a minimum 3.0 average, and complete a treatise based upon the apprenticeship experience. Students interested in this innovative and comprehensive program are advised to contact the department chair or program coordinator for further information.

## PROGRAM OVERVIEW

In combination, undergraduate and graduate course work in anthropology includes the following areas: basic core courses; practical anthropology; theory and methods in anthropological research and practice; urban anthropology; culture change; quantitative methods; computer applications; non-Western cultures; and topical courses related to the student's career interests. Apprenticeship and treatise requirements are fulfilled in cooperation with faculty advisors.

## REQUIREMENTS FOR THE COMBINED BACHELOR AND MASTER OF ARTS IN PRACTICAL ANTHROPOLOGY

	<b>Semester Hours</b>
<b>I. Required Courses:</b>	
<b>A. Core Courses (12 semester hours)</b>	
ANTH 100 Cultural Anthropology .....	3
ANTH 101 Physical Anthropology .....	3
ANTH 102 Anthropological Linguistics .....	3
ANTH 103 Prehistoric Archaeology .....	3
<b>B. Track Courses (18 semester hours)</b>	
Undergraduate (12 semester hours)	
ANTH 201 Contemporary Practical Anthropology .....	3
ANTH 210 Urban Anthropology .....	3
ANTH 300 Methods in Anthropological Research and Practice .....	3
ANTH 401 Seminar in Anthropological Theory .....	3

	Graduate (6 semester hours)	
	ANTH 550 Culture Change .....	3
	PRAN 531 Regional Studies in Practical Anthropology .....	3
	C. Quantitative Methods (4 semester hours)	
	SOCI 240 Statistics for Social Research .....	4
II.	Ethnology Requirement (6 semester hours)	
	ANTH 110 Anthropology of Multicultural America .....	3
	ANTH 115 Cultures of the Middle East .....	3
	ANTH 120 Native North Americans .....	3
	ANTH 130 Cultures of Southeast Asia .....	3
	ANTH 140 Non-Western Contributions to the Western World .....	3
	ANTH 150 Native Latin Americans .....	3
	ANTH 170 Peoples of Africa .....	3
III.	Topical Anthropology Courses (12 semester hours)	
	Undergraduate courses (6 semester hours)	
	ANTH 110 Anthropology of Multicultural America .....	3
	ANTH 220 American Folk Culture .....	3
	ANTH 230 Conflict and Violence .....	3
	ANTH 240 Human Variation .....	3
	ANTH 270 Archaeology of Ancient Middle America .....	3
	ANTH 330 Anthropology of Food and Nutrition .....	3
	ANTH 350 Anthropology of Aging and the Aged .....	3
	ANTH 370 Experimental Archaeology .....	3
	ANTH 405 Psychological Anthropology .....	3
	ANTH 407 Independent Research in Anthropological Theory and Method .....	3
	ANTH 412 Cultural Ecology .....	3
	ANTH 414 Selected Issues in Anthropology .....	3
	ANTH 415 Anthropology of Women .....	3
	ANTH 425 Anthropology of Religion .....	3
	ANTH 430 Field Methods in Linguistics .....	3
	ANTH 440 Medical Anthropology .....	3
	ANTH 460 Field Methods: Visual Anthropology .....	3
	ANTH 470 Field Methods in Archaeology .....	3
	Graduate courses (6 semester hours)	
	ANTH 510 Ethnology .....	3
	ANTH 520 Anthropology and International Communication .....	3
	ANTH 530 Development Anthropology .....	3
	ANTH 538 Ethnopsychology .....	3
	ANTH 540 Anthropology of Cities .....	3
	ANTH 547 Woman: A Cross-Cultural Perspective .....	3
	ANTH 560 Applied Medical Anthropology .....	3
	ANTH 570 Prehistoric North America .....	3
	ANTH 601 Independent Anthropological Research .....	3
IV.	Collateral Courses (18 semester hours - see advisor)	
	Five (5) undergraduate courses .....	15
	One (1) graduate course .....	3

V.	Apprenticeship (24 semester hours)	
PRAN 420	Pre-Apprenticeship in Anthropology I .....	3
PRAN 430	Pre-Apprenticeship in Anthropology II .....	3
PRAN 520	Apprenticeship in Anthropology .....	9
PRAN 620	Post-Apprenticeship in Practical Anthropology .....	9

## ANTHROPOLOGY

Course Descriptions		Semester Hours
<b>PRAN 420</b>	<b>PRE-APPRENTICESHIP IN ANTHROPOLOGY I</b>	<b>3</b>
Identification of a practical research problem suitable for the apprenticeship, formulation of a set of research objectives, and review of the appropriate literature.		
<i>Prerequisite: ANTH 300.</i>		
<b>PRAN 430</b>	<b>PRE-APPRENTICESHIP IN ANTHROPOLOGY II</b>	<b>3</b>
Building on their knowledge of applied anthropology topics, selection of a research topic, and literature review in PRAN 420, this course provides students with instruction regarding the process of research site selection and project design. Students identify potential organizations for eventual apprenticeship placement. Emphasis is placed on the systematic gathering and analysis of information about both public and private sector organizations in the greater New York/New Jersey metropolitan area. This includes initial organization visitations relative to selecting an apprenticeship setting, the identification of an applied research problem, developing an apprenticeship contract, and preliminary research project design.		
<i>Prerequisite: PRAN 420.</i>		
<b>PRAN 520</b>	<b>APPRENTICESHIP IN ANTHROPOLOGY</b>	<b>9</b>
As an outgrowth of their pre-apprenticeship experiences, students are required to implement their practical anthropological fieldwork projects. Under faculty guidance and agency supervision, students collect and analyze data and the write a preliminary report. These experiences afford students opportunities both to test their acquired knowledge and to gain disciplined practice in their profession.		
<i>Prerequisite: PRAN 430.</i>		
<b>PRAN 531</b>	<b>REGIONAL STUDIES IN PRACTICAL ANTHROPOLOGY</b>	<b>3</b>
This course uses anthropological approaches to primary and secondary data sources and participatory methodologies in exploring contemporary issues in the New York-New Jersey metropolitan area. Focal issues will vary from semester to semester.		
<b>PRAN 620</b>	<b>POST-APPRENTICESHIP IN PRACTICAL ANTHROPOLOGY</b>	<b>9</b>
The preparation and approval of a formal and systematically written monograph, based on an applied anthropology apprenticeship conducted in an agency or other appropriate setting.		
<i>Prerequisite: PRAN 520.</i>		



**ANTH 510 ETHNOLOGY 3**

A graduate introduction to anthropological field research, human evolution, cultural variation, and anthropological approaches to modern world problems.

**ANTH 520 ANTHROPOLOGY AND INTERNATIONAL COMMUNICATION 3**

This course provides students with the knowledge of how to apply anthropological concepts to the practical world of international business, diplomacy and service. It focuses on the integration of verbal and non-verbal communication, as well as on cultural and personal values in the context of differences (rather than similarities) between members of different countries/cultures. Emphasis is placed on educating students on how to interact and communicate in new cultural and/or international settings.

**ANTH 530 DEVELOPMENT ANTHROPOLOGY 3**

A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.

**ANTH 538 ETHNOPSYCHOLOGY 3**

This is an interdisciplinary course on convergences of theoretical and methodological concepts from anthropology and psychology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with PSYC 538.

*Prerequisite: Undergraduate work in psychology or anthropology.*

**ANTH 540 ANTHROPOLOGY OF CITIES 3**

This course constitutes an examination of urbanism and the process of urbanization from a cross-cultural, comparative perspective. The course is designed to expose the student to the major conceptual models of urban communities, cities, nation states and the world system. We will study the works of scholars who have engaged in debates about these complex sociocultural formations.

**ANTH 547 WOMAN: A CROSS-CULTURAL PERSPECTIVE 3**

Physiological and psychological aspects of women studied cross-culturally, and their implications for contemporary society. Morphological and psychological developments from conception to death in various cultures, inferences about the roles of women in American society. Cross listed with Psychology, PSYC 547.

**ANTH 550 CULTURE CHANGE 3**

Emphasis on the dynamics of cultural change and continuity. Factors and conditions which stimulate and reward culture change are reviewed. Particular attention is given to how the cultural, economic, political and social interests of major international powers produce change and conflict throughout the developing world.

**ANTH 560 APPLIED MEDICAL ANTHROPOLOGY 3**

This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.

*Prerequisite: ANTH 440 or instructor's permission.*

**ANTH 570 PREHISTORIC NORTH AMERICA**

**3**

General background in Native American archaeology, and theory and method in this subdiscipline. Selected culture areas and problems relating to time depth, cultural interaction, and the nature of archaeological evidence north of Mexico.

**ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH**

**3**

Under faculty guidance, the student works independently throughout the academic year on a delimited problem in anthropology. Course includes presentation of proposal, execution and write-up of research, and oral defense of findings.

*Prerequisites: Permission of the graduate advisor and instructor.*

# BIOLOGY

*Department Chairperson: Dr. Bonnie K. Lustigman*

*Graduate Advisor: Dr. Larry Cribben*

The graduate programs in the Biology Department are designed to enable a student to develop his or her preparation for a career in biological fields requiring advanced training or for the teaching profession.

Research facilities of the Biology Department are maintained in Mallory and Finley Halls and include specialized equipment for molecular biology, electron microscopy, botany, microbiology, immunology, aquatic biology, tissue culture, animal behavior, and cell physiology. Additionally, the facilities at the New Jersey Marine Sciences Consortium, and other departments in the College of Science and Mathematics are available for cooperative graduate research. Faculty research interests include aquatic and terrestrial ecology, environmental toxicology, developmental biology, parasitology, microbiology, immunology, cell physiology, and molecular biology. The Biology Department has recently established a state-of-the-art molecular biology laboratory for teaching both introductory and advanced courses in molecular biology and biotechnology.

The Biology Department offers thesis and non-thesis students opportunity for graduate research under faculty supervision in selected areas of biology. Original research should not exceed 8 semester hours for thesis students and 4 semester hours for non-thesis students. Students must complete a minimum of 26 semester hours in biology and a maximum of 6 semester hours in approved electives, completing 32 semester hours in coursework.

## ADMISSION REQUIREMENTS

Prior to matriculation for the Master of Science degree in biology, the student should have completed a subject matter of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

In cases where there has been a weak undergraduate program in the major and/or collateral fields, prerequisite courses, which will not count towards graduate credit, may be assigned.

The matriculation program for MS candidates is prepared in consultation with the biology graduate advisor. Changes in the program can be made only with the written approval of the graduate advisor. It is the responsibility of the student to keep the advisor informed of progress in the program.

# REQUIREMENTS FOR THE MASTER OF SCIENCE IN BIOLOGY DEGREE

	Semester Hours
I. Required Courses:	
A. Organismic	
BIOL 520 Plant Physiology .....	4
<i>or</i>	
BIOL 540 Mammalian Physiology .....	3
B. Molecular	
BIOL 547 Molecular Biology I .....	3
C. Ecology	
BIOL 570 Ecology .....	3
II. Biology Areas of Emphasis .....	14-19
A. Biology Courses at Montclair State University	
B. Biology Courses at NJ Marine Sciences Consortium .....	(Optional 0-4)
C. Non-departmental Approved Electives .....	(Optional 0-6)
(With approval of graduate advisor and Graduate Studies)	
III. Research, Laboratory, or Field Requirement	
A. Thesis Option .....	5-8
BIOL 597 Research in Biological Literature .....	1
BIOL 600 Thesis Research in Biology .....	4-7
 <b>Preliminary Examination:</b> Students selecting this option will be required to take a Preliminary Examination in lieu of a Comprehensive Examination. Preliminary Examination must be taken prior to submission of thesis proposal.	
B. 1. Non-Thesis Research Option .....	5
BIOL 597 Research in Biological Literature .....	1
BIOL 599 Introduction to Biological Research .....	4
(Open only to non-thesis students.)	
2. Non-Thesis Laboratory or Field Option .....	4-5
BIOL 597 Research in Biological Literature .....	1
Approved Biology Laboratory or Field Course .....	3-4
(With approval of graduate advisor and Graduate Studies)	
 <b>Comprehensive Examination:</b> All graduate students who choose the non-thesis option will be required to take the Comprehensive Examination in Organismic Biology, Molecular Biology, and Ecology	

Total Credits: 32



# BIOLOGY

## Course Descriptions

**Semester  
Hours**

**BIOL 510 THE TEACHING OF BIOLOGY IN SECONDARY SCHOOLS 3**

Seminar and research course designed for study of methods and practices being used in teaching of secondary school biology.

*Prerequisites: 24 semester hours in biology or permission of instructor.*

**BIOL 512 TOPICS IN MODERN GENETICS 3**

Seminar course. Selected topics from current developments in genetic research, including chromosome and gene fine structure, extra chromosomal genetic elements, genetic engineering, and aspects of biomedical genetic research.

*Prerequisites: Undergraduate course in genetics and undergraduate course in biochemistry.*

**BIOL 513 INSTRUMENTATION AND TECHNIQUES FOR BIOLOGICAL SCIENCE 4**

This course is designed to acquaint students with modern analytical and research techniques in biology, including manometry, spectrophotometry, electrophoresis, chromatography, microbial batch growth and assay techniques, immunotechniques and evaluation of experimental design and data.

*Prerequisite: Graduate matriculation or permission of instructor.*

**BIOL 514 GRADUATE SEMINAR IN BIOLOGY 2**

Through a series of seminars delivered by faculty and guests, students will survey a broad range of topics in modern biology, and be introduced to the variety of specializations represented within the department. Emphasis shall be placed on recent advances in diverse areas of biology.

*Prerequisites: Matriculation for M.S. degree in biology or permission of instructor.*

**BIOL 520 PLANT PHYSIOLOGY 4**

Investigation of physiology of plants. Plant growth, development and reproduction as well as the new advances in plant physiology. Water relations of plants, mineral nutrition, physiological significance of soil and soil moisture, photosynthesis, respiration, plant biosynthesis and dynamics of growth.

*Prerequisites: Organic chemistry, one year of botany.*

**BIOL 521 FIELD STUDIES OF FLOWERING PLANTS 4**

The taxonomy, evolutionary trends and ecological adaptations of the gymnosperms and angiosperms. A variety of habitats will be visited and analyzed.

*Prerequisites: One year of botany and field experience in ecology.*

**BIOL 523 MYCOLOGY 3**

Identification, and classification of fungi.

*Prerequisite: Microbiology, one year botany or permission of instructor.*

**BIOL 531 MEDICAL PARASITOLOGY 3**

To study the phenomenon of parasitism as applied to man and his domestic animals. Areas of emphasis include specific adaptations for parasitism and transmission, effects on the host, epidemiology and control.

**BIOL 540 MAMMALIAN PHYSIOLOGY 3**

A broad survey of the physiology of mammalian systems aimed at graduate students who lack an upper-level background in physiology at the undergraduate level. The principles of homeostatic mechanisms as they apply to various organ systems will be stressed.

*Prerequisite: Graduate standing, but not open to students who have completed undergraduate upper division Mammalian/Human Physiology classes.*

**BIOL 542 ADVANCED ENDOCRINOLOGY 3**

A study of the physiology of the mammalian endocrine system with emphasis on hormonal control of homeostasis.

*Prerequisite: BIOL 446 or equivalent.*

**BIOL 543 ADVANCES IN IMMUNOLOGY 3**

To study in detail selected topics in immunology.

*Prerequisites: 24 semester hours in biology, immunology, and 8 hours of chemistry, or instructor's permission.*

**BIOL 545 EXPERIMENTAL ENDOCRINOLOGY 4**

A seminar and laboratory course in endocrinology in which the various endocrine glands will be surgically removed or chemically destroyed and the morphologic and physiologic effects measured and observed.

*Prerequisites: 24 semester hours in biology including BIOL 446 Endocrinology or BIOL 442 Human Physiology, and BIOL 513.*

**BIOL 546 TOPICS IN PHYSIOLOGY 3**

To give the student an in-depth understanding of three specific areas of human physiology. The areas selected are those in which there is a rapidly expanding body of knowledge. The areas covered will be kidney physiology in health and disease; neurotransmitters and modulation in the central nervous system; homeostatic processes in the myocardium and blood vessel walls in health and disease.

*Prerequisites: BIOL 440, 442 and CHEM 231 or equivalents.*

**BIOL 547 MOLECULAR BIOLOGY I 3**

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information.

*Prerequisites: Cell Biology, and one year of organic chemistry.*

**BIOL 548 MOLECULAR BIOLOGY II 4**

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information. The laboratory will deal with up-to-date investigative procedures via selected experiments.

*Prerequisite: BIOL 547.*

**BIOL 549 TOPICS IN DEVELOPMENTAL BIOLOGY 3**

Seminar in the regulation of developmental events, including both classical morphogenesis and recent advances using techniques of cell and molecular biology.

*Prerequisites: Genetics and Embryology.*

**BIOL 550 TOPICS IN MICROBIOLOGY 3**

Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas.

*Prerequisites: BIOL 350 and CHEM 231 or equivalent.*

**BIOL 551 INTERMEDIARY METABOLISM I 3**

Discussion of interrelationships of catabolic and anabolic paths. Primary emphasis is placed on the metabolism of nucleic acids, carbohydrates, and proteins.

*Prerequisite: BIOL 444 or CHEM 470 or equivalent.*

**BIOL 552 BIOLOGY OF LIPIDS 3**

Biological cycles, unity and diversity in metabolic paths, metabolic evolution, metabolic control mechanisms and other special topics. Primary emphasis is placed on the metabolism of lipids.

*Prerequisite: Graduate standing in Biology or instructor's permission.*

**BIOL 553 MICROBIAL ECOLOGY 4**

Exploration of the essential role of microorganisms in the ecosystem. Lecture, field trips and laboratory will demonstrate the ubiquitous and highly adaptive evolution of microorganisms, their interrelationships and their profound influence on the biosphere.

*Prerequisites: General botany, general chemistry, and elementary microbiology or mycology.*

**BIOL 554 MICROBIAL PHYSIOLOGY 3**

A study of microorganisms in terms of their morphology and metabolism. The significance of metabolic diversity and secondary metabolic products of various microorganisms will be explored through lecture topics. The economic significance of microbial metabolism in relation to industry and pathogenic diseases will be emphasized.

*Prerequisites: BIOL 350 or equivalent, CHEM 231 or equivalent.*

**BIOL 570 ECOLOGY 3**

Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.

*Prerequisites: General Botany, General Zoology, and Plant Taxonomy or equivalent required for environmental studies degree.*

**BIOL 571 PHYSIOLOGICAL PLANT ECOLOGY 4**

The effects of soil, light, and water on plant growth, as well as, toxic effects of metals and salinity are measured using growth chamber and greenhouse facilities.

*Prerequisite: Principles of Ecology or New Jersey Flora.*



**BIOL 572 ECOLOGY OF THE ESTUARY 4**

Important biotic, chemical and physical parameters of New Jersey's estuaries. Evolution and successional trends of estuarine communities. Ecology of individual communities studies by field trips to Delaware Bay shore and to some Atlantic coast bays, marshes and offshore barrier islands. Also offered at the New Jersey Marine Sciences Consortium.

*Prerequisites:* Two years of biology; permission of instructor.

**BIOL 573 BENTHIC ECOLOGY 4**

Community structure, trophic dynamics, species diversity and distribution of bottom dwelling organisms in relationship to their environment; lectures, laboratory work and field investigations of marine benthos. Also offered at the New Jersey Marine Sciences Consortium.

*Prerequisites:* One year of chemistry, general botany, and invertebrate zoology.

**BIOL 574 BEHAVIORAL ECOLOGY 3**

This seminar course explains the ecological consequences of animal behavior, viewed within the context of how behavior evolves and how populations adapt to their environments.

*Prerequisites:* BIOL 132, and either BIOL 330, 417, or permission of instructor.

**BIOL 595 CONSERVATION BIOLOGY: 3**  
THE PRESERVATION OF BIOLOGICAL DIVERSITY

This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with CNFS 595.

*Prerequisite:* One semester of college biology with laboratory.

**BIOL 597 RESEARCH IN BIOLOGICAL LITERATURE 1**

To allow the student to investigate and evaluate a specific topic in biology under the supervision of a faculty member and to develop the student's skills in presenting current research in both the written and oral modes.

*Prerequisites:* BIOL 514 and graduate matriculation.

**BIOL 599 INTRODUCTION TO BIOLOGICAL RESEARCH 4**

A research experience in which students will be exposed to current biologic techniques by working with scientific investigators in industry, or within the department. Students will work on projects involving research techniques, data collection and the analysis and interpretation of the data.

*Prerequisites:* At least 18 graduate credits in Biology and permission of a committee of three biology graduate faculty members, one of whom is the graduate advisor, and department chair.



This course is designed to provide hands on experience in the techniques of research in a well-defined area of biology. Design of an experiment and problem solving will be emphasized.

*Prerequisites: Matriculation in biology graduate program, approval of department chairperson and graduate advisor, as well as faculty sponsor who will supervise research.*

# BUSINESS ADMINISTRATION

*Master of Business Administration (MBA) Director: Dr. Eileen Kaplan*

## THE MONTCLAIR MBA

The goal of the Montclair State University Master of Business Administration Program is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgements, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The curriculum stresses the theoretical foundations of management oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.

The Montclair MBA provides the opportunity to design unique programs to meet your specific needs and interests. You may choose to concentrate in a particular area or you may select an array of advanced courses which will provide a broad, general education. Over 95 percent of the MBA classes are taught by full-time faculty with doctoral or other appropriate terminal degrees. The remaining classes are taught by persons with outstanding professional credentials. The faculty's publication interests include refereed journal articles, textbooks, professional publications, governmental hearings, consulting reports, etc.

The School of Business Administration invites applications from persons with baccalaureate or post-baccalaureate degrees. Because we actively seek a diverse student body, all previous academic majors are considered for admission. Both full- and part-time students are welcome. The courses are offered primarily in the evening.

## CURRICULUM

The curriculum consists of 63 semester hours, of which 33 hours are devoted to a common body of knowledge, 21 hours are elected from advanced courses and 9 hours are allocated to integrating courses. In planning your program, keep the following in mind:

- Within the 21 semester hours of advanced courses, to meet one's particular needs and interests you may develop an area of concentration, or, you may choose to develop a general program without a concentration. Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. There are no rigid course requirements for any given concentration (i.e., from an area's advanced course offerings, you may select the 9 or 12 hours which best fulfill your particular educational goals). Of the remaining 9 or 12 hours, no more than 6 hours may be taken in any one discipline. If a concentration is not elected, among the disciplines, no more than 6 hours can be taken in any discipline. In planning advanced study, you should review the Tri-Annual Course Offering Projection to be certain you can enroll in the courses wanted within the time allotted for education.

- An approved undergraduate calculus course is a program prerequisite. Applicants with undergraduate records that do not include such a course will be required to complete MATH 114 Mathematics for Business II: Calculus, (3s.h.), or a similar course, prior to enrolling in FINQ 501 Statistical Methods. This prerequisite calculus course will not be included toward fulfilling the student's total MBA graduate credit hours requirement.
- Students must complete the core courses prior to enrolling in the advanced courses. Exceptions are allowed only if appropriate core courses are not offered.
- All courses taken outside the School of Business Administration must be approved by the MBA Director prior to enrollment.
- All programs must be approved by the MBA Director. To qualify for graduation, you must adhere to your approved program.

## ADVANCED ACADEMIC STANDING AND TRANSFER STUDENTS

Through prior academic experience, challenge examinations and/or graduate level transfer credits, the 63 semester hour MBA requirement may be reduced by a maximum of 30 semester hours. The remaining 33 semester hours must be completed at Montclair State University and must meet the following minimum requirements:

- At least 21 semester hours must be earned in courses beyond the Business Core.
- Students must complete the Integrating Core courses at Montclair State University.
- If a concentration is elected you must earn all concentration credits at Montclair State.

## ADMISSION INFORMATION

Candidates are required to submit an application for graduate admission which includes:

- Two official copies of the academic transcript from each college and/or university attended.
- Scores from the Graduate Management Admission Test.
- A statement of professional objectives.
- Two letters of recommendation from persons qualified to evaluate the applicant's promise of academic achievement and potential for professional growth.
- Although prior work experience is not an admission requirement, it is strongly recommended for all MBA applicants.
- A non-refundable fee of \$40.00 must accompany each application. Application materials must be obtained from and/or returned to:

Office of Graduate Studies

Montclair State University, Upper Montclair, NJ 07043

APPLICATIONS MAY BE SUBMITTED AT ANY TIME OF THE YEAR.

# GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is required of all students. *No application will be considered without these scores.* Under the auspices of the Educational Testing Service, the test is offered by various colleges and universities including Montclair State University. For exact dates and locations contact: The Education Testing Service, Box 966, Princeton, New Jersey 08541.

## REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

Courses			Semester Hours	Prerequisites
I. Business Core (33 semester hours)				
ACCT	501	Financial Accounting	3	
ACCT	502	Managerial Accounting	3	ACCT 501, ECON 501
ECON	501	Economic Analysis	3	
ECON	505	Aggregate Economics	3	ECON 501
FINC	501	Corporate Financial Management	3	ACCT 501, ECON 501; Corequisite: INFO 501
INBS	501	International Business: Concepts and Issues	3	ACCT 501, ECON 501, FINC 501, MGMT 501, MKTG 501
INFO	501	Statistical Methods	3	Calculus
INFO	503	Information Systems	3	
INFO	505	Production/Operation Management	3	INFO 501, MGMT 505
MGMT	505	Management Process and Organizational Behavior	3	
MKTG	501	Fundamentals of Marketing	3	

### II. Advanced Courses (21 semester hours)

All students must select 21 semester hours from among the advanced (non-core) courses. Students may design program concentrations to meet specific needs and interests; or, they may choose not to concentrate and select an array of courses which will provide a broad, general education. In either case, a student's program must meet breadth requirements and must be approved by the MBA Director prior to enrolling in advanced courses.



III. Integrating Core (9 semester hours)

INTR	570	Business and the Sociopolitical Environment	3
INTR	580	Strategy and Business Policy	3
INTR	590	Seminar on Critical Issues in Business	3

Students must complete the Business Core and at least 12 semester hours of advanced courses prior to enrolling in the integrating courses. Integrating courses must be completed at Montclair State University.

TOTAL SEMESTER HOURS ..... 63

ADVANCED COURSES AND FIELDS  
OF CONCENTRATION

Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. The following course groupings provide an approximate guide to the types of subjects considered complementary to the various noted fields. Depending upon when one enters and the sequence of course offerings, some concentrations may not be available to some students. In planning advanced study, review the Tri-Annual Course Offering Projection to be certain you can achieve your courses within the time you have allotted for your education. In all cases, your program must be approved by the MBA Director prior to enrolling in advanced courses.

Accounting

This field of concentration is designed to prepare students for careers in accounting and financial management. It also will enhance the accounting knowledge of students whose career objectives include financial analysis and/or general management. A typical program would emphasize courses in financial and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ACCT 520 Contemporary Issues in Financial Accounting I
- ACCT 521 Contemporary Issues in Financial Accounting II
- ACCT 523 Accounting for Business Combinations
- ACCT 524 Auditing Concepts and Techniques
- ACCT 525 Fundamentals of Federal Taxation
- ACCT 540 International Taxation and Accounting

To be eligible to sit for the Certified Public Accountant (CPA) examination, students must have a baccalaureate degree with at least 60 semester hours of liberal arts courses and the following semester hours of undergraduate and/or graduate credit:

- 24 semester hours of Accounting,
- 6 semester hours of Business Law,
- 6 semester hours of Economics,
- 6 semester hours of Finance, and
- 18 semester hours of related business courses

There are additional requirements. For further information contact the MBA Director.

## **Business Economics**

This area prepares students to perform certain economic analyses for business or government (e.g., developing forecasts, cost-benefit analyses, public policy analyses, etc.). Students are provided with an institutional and theoretical understanding of the economic environment within which business and government form decisions. Topics include theories of pricing; the analysis of market demand; the economic role of money, credit, the Federal Reserve System, and Treasury Operations; the factors comprising aggregate demand and how they interact to determine employment, output and level of prices; the economic impact of international activity, etc. Also of importance is the development of an understanding of how governmental policies affect business performance. A typical program would emphasize courses in finance and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ECON 502 Financial Institutions and Monetary Policy
- ECON 503 Economic Problems of the Third World
- ECON 508 Economics of Public Management
- ECON 510 Urban Economics: Problems and Policy
- ECON 533 Corporations and International Financial Markets
- ECON 541 Foundations of Contemporary Economic Thought
- ECON 542 Economic Fluctuations and Forecasting
- ECON 543 United States and the International Economy
- ECON 544 Government and Business
- ECON 545 Economics of Labor

## **Finance**

This field prepares students for careers in the financial management of business and financial intermediaries (e.g., commercial banks, savings and loan institutions, investment banking, etc.). It also provides an excellent preparation for careers in brokerage and bond houses, financial counseling, and investment counseling. To develop an understanding of the role of finance in the administrative decision-making process, the field provides students with a knowledge of mechanisms, operations, and institutions of the financial system. A typical program would emphasize courses in accounting, business economics and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- FINC 551 Investments, Portfolios and Security Analysis
- FINC 552 International Financial Policy
- FINC 553 Financial Derivatives
- FINC 554 Advanced Financial Policy
- FINC 576 Financial Innovations: Instruments and Institutions

## **International Business**

The graduate International Business concentration is designed to provide a comprehensive educational experience for those with career paths leading to self-employed entrepreneurship as well as instilling entrepreneurial skills and capabilities in those responsible for managing global corporate enterprises. As a means of achieving cross-functional integration among the disparate international business functions, the concentration draws faculty from each department working together to address the strategic imperatives necessary in realizing sustainable competitive advantage. Building on a team-taught introductory foundation course (required in the common core). Students may select any 9 or 12 semester hour electives chosen from among the courses listed below. This

concentration provides distinctive competitiveness resulting from the ancillary support structures at the School as well as University levels. The International Trade Counseling Center (ITCC) and the Center for Economic Research on Africa (CERAF) are complemented by the University's Global Education Center in offering myriad conferences, seminars and workshops for business practitioners thus enabling the graduate student to enhance her/his expertise in a more applied fashion in the industry and corporate levels while gaining relevant networking contacts. Additionally, students may be granted assistantships to work with faculty engaged in consultancy to regional businesses, i.e., INBS 575 and INBS 577.

INBS	511	Issues in International Management
INBS	530	Export Management
INBS	533	Corporations and International Financial Markets
INBS	540	International Accounting and Taxes
INBS	552	International Financial Policy
INBS	575	Selected Topics in International Business
INBS	577	Independent Study in International Business
INBS	592	International Marketing Management

### **Management**

This field is designed for students preparing for careers in organization and personnel management. The courses provide education in organization theory and behavior, and the management of human resources. In all areas the emphasis is upon developing a thorough comprehension of potential management problems and the effectiveness and limitations of analytical techniques employed in their solution. Courses include such topics as: employee motivation, group behavior, international business management, leadership and behavior, entrepreneur and small business management, etc. A typical program would include courses in all other areas (i.e., accounting, business economics, finance, marketing and quantitative analysis) and 9 or 12 hours chosen from among the following courses:

INFO	514	Management and the Computer
INFO	535	Advanced Information Systems
MGMT	510	Personnel Management
MGMT	511	Issues in International Management
MGMT	512	Organizational Development
MGMT	513	Leadership and Behavior

### **Marketing**

The Marketing concentration is designed to meet the needs of students interested in pursuing careers in a variety of marketing functions (e.g., product planning, marketing research, sales management, advertising, marketing planning, etc.). The courses are designed to provide students with a firm knowledge of the institutional and analytical aspects of the subject with a strong emphasis on decision making strategies and the development of solutions to practical marketing problems. A typical program would emphasize courses in business economics, management, and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

MKTG	591	Consumer/Buyer Behavior
MKTG	592	International Marketing Management
MKTG	593	Product Planning/New Product Management



- MKTG 594 Marketing Research and Information Systems  
 MKTG 595 Marketing Management

### Quantitative Analysis

This field provides education in quantitative analytical methods for solving managerial and research problems. The purpose of these courses is to develop a theoretical understanding of, and a practical facility with statistics, computers, process and equipment selection, inventory control, distribution systems, quality control, and operations research. Course topics include such subjects as descriptive statistics, total quality management, probability, queueing, business models, multiple regression, non-parametric statistical analyses, etc. The quantitative concentration will complement any career which employs mathematical and statistical analyses. With the assistance of the MBA Director, students selecting this concentration may develop programs that include courses drawn from offerings in computer science and mathematics. A typical program would emphasize courses in business economics, finance and management, and 9 or 12 hours chosen from among the following courses:

- INFO 502 Operations Research  
 INFO 531 Business Models  
 INFO 532 Statistical Inference For Business  
 INFO 533 Stochastic Models  
 INFO 534 Multivariate Analysis  
 INFO 550 Total Quality Methods

## BUSINESS ADMINISTRATION

### Course Descriptions

#### ACCOUNTING COURSES

#### Semester Hours

#### ACCT 501 FINANCIAL ACCOUNTING 3

A study of basic accounting concepts and their significance to the financial analyst and manager. Problems relating to income determination, valuation, reporting and analysis are stressed. Alternative conceptual foundations of reporting standards are presented and evaluated.

#### ACCT 502 MANAGERIAL ACCOUNTING 3

The development and use of accounting information for decision-making and control. Alternative cost concepts, cost volume profit analysis, and relevant costing techniques are introduced in the context of providing information for solving pricing, make or buy; product-mix; and resource utilization problems. The use of accounting data for control systems, variance analysis and performance evaluation are presented.

*Prerequisites: ACCT 501, ECON 501.*



**ACCT 520 CONTEMPORARY ISSUES IN 3**

**FINANCIAL ACCOUNTING I**

The course builds on material presented in the financial accounting course ACCT 501. Students should gain an improved understanding of the techniques and underlying rationale of methods used to accumulate financial and operating data. Also improves skill in analyzing information provided in annual financial reports.

*Prerequisite: ACCT 501.*

**ACCT 521 CONTEMPORARY ISSUES IN 3**

**FINANCIAL ACCOUNTING II**

Continuation of Contemporary Issues in Financial Accounting I. Enables students to acquire an improved understanding of the composition and significance of various segments of the balance sheet, especially non-current assets, non-current liabilities, stockholders' equity, and statement of changes in financial position.

*Prerequisites: ACCT 520.*

**ACCT 523 ACCOUNTING FOR BUSINESS COMBINATIONS 3**

Presents the conceptual foundations and current reporting practices of accounting for business combinations. Purchase and pooling methods of accounting for business acquisitions and preparation of consolidated financial statements are extensively covered.

*Prerequisite: ACCT 520 or instructor's permission.*

**ACCT 524 AUDITING CONCEPTS AND TECHNIQUES 3**

A course in auditing principles, theory, design, and techniques. Theory, practice and techniques are integrated through the use of current auditing problems and student performance of a simulation audit of selected financial statement data.

*Prerequisite: ACCT 520.*

**ACCT 525 FUNDAMENTALS OF FEDERAL TAXATION 3**

The development and use of principles and concepts of federal tax laws affecting non-business entities. Analysis of internal revenue code and regulations as well as pertinent cases in the areas of gross income. Characterization of gains and losses, taxpayer status, and deductions will be studied.

*Prerequisite: ACCT 501.*

**ACCT 540 INTERNATIONAL TAXATION AND ACCOUNTING 3**

The course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports, and business site locations. Cross listed with Marketing, INBS 540.

*Prerequisite: ACCT 501.*

**ACCT 575 INDEPENDENT STUDY IN ACCOUNTING 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**ACCT 577 SELECTED TOPICS IN ACCOUNTING 3**

An in-depth study of a selected topic, issue, problem or trend in accounting. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**BUSINESS ECONOMICS COURSES**

**ECON 501 ECONOMIC ANALYSIS 3**

The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.

**ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3**

Analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy. This course is cross listed with FINC 502

*Prerequisite: ECON 501.*

**ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**

A survey of major economic problems of the Third World; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.

*Prerequisite: ECON 501.*

**ECON 505 AGGREGATE ECONOMICS 3**

Develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models the course examines current research and reviews the economy's recent macroeconomic performance.

*Prerequisite: ECON 501.*

**ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision-making processes of government. Alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

*Prerequisite: ECON 501.*

**ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

*Prerequisite: ECON 501.*

**ECON 521 APPLIED ECONOMETRICS 3**

This course is aimed at applied research using econometric techniques. This course will provide the necessary theoretical and practical aspects of econometrics. In addition, students will be required to complete a working paper as a demonstration of their ability to gather data, choose and apply an appropriate econometrics model and finally prepare their findings.

*Prerequisites: ECON 203 and 420 or instructor's permission.*

**ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Marketing, INBS 533.

*Prerequisite: ECON 501.*

**ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; the uses and limitations of economic theory.

*Prerequisite: ECON 501.*

**ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod Domar model and other modern theories of growth.

*Prerequisite: ECON 505.*

**ECON 543 UNITED STATES AND THE INTERNATIONAL ECONOMY 3**

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

*Prerequisite: ECON 505.*

**ECON 544 GOVERNMENT AND BUSINESS 3**

The evolution of government influences on the functioning of the American economy. The causes and consequences of government regulation and control. The importance of economic analysis in the foundation of public policies.

*Prerequisites: ECON 501.*

**ECON 545 ECONOMICS OF LABOR 3**

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits and industrial peace.

*Prerequisite: ECON 501.*



**ECON 550 TECHNICAL CHANGE AND  
INTERNATIONAL COMPETITION**

**3**

This course will discuss the theory productivity and technical change in the context of declining performance of U.S. manufacturing. It will focus attention on nature of international competition and its effects on manufacturing productivity growth in the U.S. based on the analysis, a tentative set of policy suggestions will also be offered at the end for restructuring U.S. manufacturing sector and strengthening its competitive base.

*Prerequisites: ECON 203 and 207 or ECON 501.*

**ECON 575 INDEPENDENT STUDY IN ECONOMICS**

**1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course when taken in the MBA program. Written permission of the department chairperson and the instructor must be secured prior to enrolling in this course when taken in the MA program in Social Science, concentrating in Economics, or the BA/MA in Applied Economics.*

**ECON 577 SELECTED TOPICS IN ECONOMICS**

**3**

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**FINANCE COURSES**

**FINC 501 CORPORATE FINANCIAL MANAGEMENT**

**3**

An introductory course in corporate financial management which provides students with an understanding of the fundamental concepts of modern finance from an analytical and quantitative perspective and serves as a foundation course for further work in finance. The course stresses: valuation; capital budgeting decisions; capital structure and dividend decisions.

*Prerequisite: ACCT 501, ECON 501; majors only.*

*Corequisite: INFO 501.*

**FINC 551 INVESTMENTS, PORTFOLIOS AND  
SECURITY ANALYSIS**

**3**

Develops the analytical methods relevant to investment management. Techniques are presented for the evaluation of corporate equity, debt, and other securities. Portfolio theory is presented in the context of formulating and managing appropriate asset portfolios.

*Prerequisites: ACCT 501, FINC 501, INFO 501.*

**FINC 552 INTERNATIONAL FINANCIAL POLICY**

**3**

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Marketing, INBS 552.

*Prerequisite: FINC 501.*



**FINC 553 ADVANCED INVESTMENTS 3**

This course extends the array of financial instruments covered in the initial investment course to include modern hedging instruments such as futures, options and swaps. Included is a description, analysis, and use of these instruments by corporations, banks, and investors.

*Prerequisite: FINC 501.*

**FINC 554 ADVANCED FINANCIAL POLICY 3**

Focuses on the application of valuation, investment, financing and dividend decisions to case studies. It examines various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.

*Prerequisite: FINC 501.*

**FINC 575 INDEPENDENT STUDY IN FINANCE 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**FINC 576 FINANCIAL INNOVATIONS: INSTRUMENTS AND INSTITUTIONS 3**

Designed to describe and analyze the new developments in the field of finance - corporate, international and financial markets and institutions - that have appeared over the last five years and the possible directions for the future. The content of the course is intended to be dynamic rather than static, as new financial instruments and institutions are introduced into this fast changing field.

*Prerequisites: Two of the following: FINC 551, FINC 552, or FINC 554.*

**FINC 577 SELECTED TOPICS IN FINANCE 3**

An in-depth study of a selected topic, issue, problem or trend in finance. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**INTERNATIONAL BUSINESS COURSES**

**INBS 501 INTERNATIONAL BUSINESS CONCEPTS AND ISSUES 3**

Provide a conceptual and analytical framework of the nature, the process and organizational aspects of international business. Business students will acquaint with the dynamics of global business environment, international competition in the domestic and foreign markets and strategic issues relating to international business. The course will provide basics in international economics, foreign exchange, monetary systems and financial markets, the role of multinationals, international marketing and logistics, taxation and accounting systems, cultural challenge, management styles and practices across the nations.

*Prerequisites: ECON 501, FINC 501, MGMT 505 and MKTG 501.*

**INBS 511 ISSUES IN INTERNATIONAL MANAGEMENT 3**

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Management, MGMT 511.

*Prerequisites: ECON 501, 505; FINC 501; MGMT 505; MKTG 501.*

**INBS 520 MANAGING GLOBAL DIVERSITY 3**

The objective of the course is to increase knowledge about managing global diversity in organizations. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding gender and minority/majority issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with Management, MGMT 520.

*Prerequisite: MGMT 501*

**INBS 530 EXPORT MANAGEMENT 3**

To familiarize MBA students of export policies, programs and procedures and develop export/import management skills. The students will become knowledgeable about global sourcing, negotiation, pricing, export/import financing, documentation, international tenders and bidding, logistics and distribution.

*Prerequisite: INBS 501.*

**INBS 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Economics and Finance, ECON 533.

**INBS 540 INTERNATIONAL TAXATION AND ACCOUNTING 3**

This course examines how tax structures, domestic and foreign, influence global business decisions. Emphasis is placed on investigating how tax considerations influence decisions relating to imports, exports, and business site locations. Cross listed with Accounting, Law, and Taxation, ACCT 540.

*Prerequisite: ACCT 501.*

**INBS 552 INTERNATIONAL FINANCIAL POLICY 3**

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Economics and Finance, FINC 552.

**INBS 575 INDEPENDENT STUDY IN INTERNATIONAL BUSINESS 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in international business. Written permission of the instructor, appropriate department chair, and the MBA director must be secured prior to enrolling in this course. This course may be repeated once for a total of six credits.

*Prerequisites: Permission of instructor, department chair and MBA director.*

**INBS 577 SELECTED TOPICS IN INTERNATIONAL BUSINESS 3**

An in-depth study of a selected topic, issue, problem or trend in international business. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book. This course may be repeated once for a total of six credits.

**INBS 592 INTERNATIONAL MARKETING MANAGEMENT**

An examination of the various multinational and transnational issues confronting business organizations marketing products and services in overseas markets. Attention will be focused on problems such as identifying and evaluating markets, adapting marketing strategies to specific market needs and coordinating strategies in world markets. Cross listed with Marketing, MKTG 592.

**MANAGEMENT COURSES**

**INFO 514 MANAGEMENT AND THE COMPUTER 3**

Study of computers and their use as management tools in information systems, research, control procedures, production, finance, modeling, and decision making. Topics include description of end application of different hardware and software components and programming concepts. Computer cost benefit analysis in all of the above and in systems applications.

**MGMT 501 FUNDAMENTALS OF MANAGEMENT 3**

To provide graduate students with a review of classical approaches to the managerial functions and of current literature from the behavioral sciences that are directly applicable to the managerial process of planning, organizing, motivating, and controlling. These reviews will be tied with the open-system model or the contingency approach as an overall framework for understanding organizations and their management. Skills are developed which facilitate situational diagnosis leading to managerial action that is appropriate in specific circumstances.

**MGMT 505 MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOR 3**

Review of classical and modern approaches to the managerial process as it relates to the manager's functions of planning, organizing, staffing, leading, and controlling. These reviews will be tied to the open-system model and the contingency approach as an overall framework for understanding the management of organizations.

**MGMT 510 PERSONNEL MANAGEMENT 3**

Review of current literature from the behavioral sciences that apply to recruitment, selection, training, performance evaluation, labor relations, compensation, health and safety, and management development. Current problem applications are emphasized.  
*Prerequisite: MGMT 505.*

**MGMT 511 ISSUES IN INTERNATIONAL MANAGEMENT 3**

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Marketing, INBS 511.

*Prerequisites: ECON 501, 505; FINC 501; MGMT 505; MKTG 501.*



**MGMT 512 ORGANIZATIONAL DEVELOPMENT 3**

The purpose of the course is to enhance the student's understanding and skill in the process of change in organizations. Students will be introduced to intervention techniques which will allow them to recognize the need for organizational change as well as develop skill in implementing a program change.

*Prerequisite: MGMT 505.*

**MGMT 513 LEADERSHIP AND BEHAVIOR 3**

The purpose of the course is to help students understand leadership behavior. The course reviews current theoretical and empirical literature from the behavioral sciences as it relates to leadership. Topics covered include leadership styles, power and leadership, leader-follower interactions, and the manager as leader.

*Prerequisite: MGMT 505.*

**MGMT 520 MANAGING GLOBAL DIVERSITY 3**

The objective of the course is to increase knowledge about managing global diversity in organizations. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding gender and minority/majority issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with Marketing, INBS 520.

*Prerequisite: MGMT 501*

**MGMT 525 ENTREPRENEURIAL AND  
SMALL BUSINESS MANAGEMENT 3**

This course is for students who want to start their own businesses or initiate new ventures in existing corporations. Topics include the importance of entrepreneurship in the United States, identifying business opportunities and formulating business plans.

*Prerequisites: MGMT 505, MKTG 501, ACCT 501.*

**MGMT 575 INDEPENDENT STUDY IN MANAGEMENT 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**MGMT 577 SELECTED TOPICS IN MANAGEMENT 3**

An in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.



## MARKETING COURSES

### **MKTG 501 FUNDAMENTALS OF MARKETING 3**

This business core requirement assumes little or no prior formal education in the discipline of marketing. As such, a solid introduction to the language of the discipline, body of knowledge, tools and techniques must necessarily be covered through a text and readings format supplemented with class lectures which are grounded in heavy case analysis and real-world illustrations. The pivotal distinctiveness of this graduate offering lies in drawing the student into issues that are industry and company specific (preferably drawn from the student's career related industry/company).

### **MKTG 575 INDEPENDENT STUDY IN MARKETING 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.*

### **MKTG 577 SELECTED TOPICS IN MARKETING 3**

An in-depth study of a selected topic, issue, problem or trend in marketing. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

### **MKTG 591 CONSUMER/BUYER BEHAVIOR 3**

An in-depth introduction to theories and models of how individual consumers, family units, and companies make buying decisions. Each step in the continuous decision cycle is covered in detail, in such models of consumer behavior as the high and low involvement models, information processing and attitude formation and change. Relevant psychological concepts on personality and life-style, self-concept, cognition and classical versus operant conditioning are also covered. Students also gain valuable perspective on how purchase decisions are made in their own households.

*Prerequisite: MKTG 501.*

### **MKTG 592 INTERNATIONAL MARKETING MANAGEMENT 3**

This course is designed to aid students to plan and implement international marketing efforts in conjunction with global business strategy. The course will review processes of analyzing, developing, and implementing strategic marketing objectives within an international context which is now characterized by global sourcing, international alliances, highly competitive markets, regional trade areas, and multinational firms, with diminishing connection to their country of origin. Students will practice analytic techniques through research, readings, and case analysis, advancing their conceptual understanding of such issues as competitiveness, regional business clusters, and local sources of advantage. Students will learn to re-think assumptions about marketing mix factors as they apply in different cultural, political, economic, and legal environments. Cross listed with Marketing, INBS 592.

*Prerequisite: MKTG 501.*

**MKTG 593 PRODUCT PLANNING/****3****NEW PRODUCT MANAGEMENT**

This course examines product planning, new product and process development, and issues related to exploiting opportunities for successful innovation. Students will analyze product development and launch decisions through case studies, advancing their conceptual understanding of the problems and risks associated with designing new products and the importance of championing, project teams, and fast development cycle times. Students will formulate development and business plans to advance their capability of managing the marketing mix factors to increase the probability of a new product's success.

*Prerequisites: MKTG 501, 591.*

**MKTG 594 MARKETING RESEARCH AND****3****INFORMATION SYSTEMS**

A comprehensive introduction to current methods used to collect consumer, business and market data and turn it into useful information for marketing decision-makers. Major topics include: secondary studies; quantitative surveys; data analysis (coding, tabulation, basic and multivariate analytical methods); modeling and simulation techniques; and effective communication of research findings (written reports, personal presentations, computer graphics and mapping). Each graduate student is required to design and carry out an original research project on a topic of their choice. Class discussions center on practical applications of marketing research and information systems in the companies in which students are employed.

*Prerequisite: MKTG 501.*

**MKTG 595 MARKETING MANAGEMENT****3**

This course is designed to introduce students to market planning, strategy formation and the process of implementing strategic objectives. Students will practice analytic techniques to understand and diagnose strategic imperatives, advancing their conceptual understanding of such issues as competitiveness, core competencies, statistical planning through case analyses and writing strategic plans, learning to relate and connect marketing mix factors to other strategic objects such as continuous improvement systems. Students will be introduced to benchmarking, strategic audits, and other tools used to measure firm performance and develop world-class standards.

*Prerequisite: MKTG 501.*

**QUANTITATIVE ANALYSIS COURSES****INFO 501 STATISTICAL METHODS****3**

Introduction to statistical techniques with applications in business decision making and problem solving. Topics include descriptive statistics, probability distributions, statistical estimation and hypothesis testing, regression and correlation, and introduction to analytical statistical methods including control charts.

*Prerequisite: Course in undergraduate calculus.*

**INFO 502 OPERATIONS RESEARCH****3**

A presentation of many of the applied mathematical techniques used to help make business decisions. Topics include the theory of decisions, linear programming, network analysis, queuing, Markov processes, and simulation.

*Prerequisite: INFO 501.*

**INFO 503 INFORMATION SYSTEMS 3**

Examines the information requirements of an organization. The differences in the kinds of information needed at the various organizational levels (operational, administrative and strategic) are emphasized. How to plan and implement a comprehensive information system is discussed as well as methods to measure its effectiveness.

**INFO 505 PRODUCTION/OPERATION MANAGEMENT 3**

Emphasizes human and mechanical productivity in planning a comprehensive and effective production or operations system. Employs a case approach to the study, formulation and solution of business problems through the application of managerial, quantitative and information systems methodology.

*Prerequisites: INFO 501, 503, MGMT 505.*

**INFO 514 MANAGEMENT AND THE COMPUTER 3**

Study of computers and their use as management tools in information systems, research, control procedures, production, finance, modeling, and decision making. Topics include description of end application of different hardware and software components and programming concepts. Computer cost benefit analysis in all of the above and in systems applications.

*Prerequisites: INFO 503, MGMT 505.*

**INFO 531 BUSINESS MODELS 3**

This is an advanced course in quantitative approaches to managerial decision making. The emphasis will be on simulation models and techniques with applications in finance, production, inventory, and queuing analysis. Computer-based simulation systems will be discussed and tested on the computer.

*Prerequisite: INFO 501.*

**INFO 532 STATISTICAL INFERENCE FOR BUSINESS 3**

An exploration of intermediate statistical methodologies used for decision making. The theoretical bases for various techniques are presented to create a framework for understanding the assumptions and limitations of inferences made from data. Topics covered will include multivariate probability functions, moment generating functions, sampling distributions; estimation, Neyman-Pearson Lemma, parametric and non-parametric hypothesis tests, and analysis of variance.

*Prerequisite: INFO 501.*

**INFO 533 STOCHASTIC MODELS 3**

Stochastic models are descriptions of systems which change in accordance with probabilistic laws. The course focuses on construction rather than solution of models. Simulation solutions and statistical analysis of data from stochastic processes. Applications to business problems are stressed.

*Prerequisite: INFO 502.*

**INFO 534 MULTIVARIATE ANALYSIS 3**

An introduction to multivariate analysis with an emphasis on the practical application of these techniques. After introducing the multivariate distribution, the following statistical procedures are explored: multiple regression, discriminant analysis, multivariate tests of significance, canonical analysis, factor analysis, and multidimensional scaling. Use of these procedures as managerial tools is fully explored.

*Prerequisites: INFO 502, 532.*



**INFO 535 ADVANCED INFORMATION SYSTEMS 3**

Conceptual foundations of information systems including the nature of information, the impact of information systems on the organization and managing the information services function. Explores most current technology in the area of operating systems software, including multiprocessing, multiprogramming, virtual storage and other operating systems, as well as applications software systems.

*Prerequisite: INFO 503.*

**INFO 550 TOTAL QUALITY METHODS 3**

The philosophy, tools and techniques necessary to properly manage for the control of quality production are of ever increasing importance to business and industry. Quality control, long thought of as only a tool for acceptance sampling, is now expanded and used as a means of improving all phases of any business system. For several decades, Japanese business has successfully utilized these methods to gain new inroads into international markets. This course presents the newest approaches to quality control along with adapting many of the traditional tools and methods to current problems.

*Prerequisite: INFO 501.*

**INFO 575 INDEPENDENT STUDY IN QUANTITATIVE METHODS 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.*

**INFO 577 SELECTED TOPICS IN QUANTITATIVE METHODS 3**

An in-depth study of a selected topic, issue, problem or trend in quantitative methods. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**INTEGRATING CORE**

**INTR 570 BUSINESS AND THE SOCIOPOLITICAL ENVIRONMENT 3**

This course studies the increasingly complex set of interrelationships among business, government and other interest groups in the public policy process. It explores the economic and legal environment, and the social and political factors which affect organizations. A series of current corporate and public policy problems are discussed in order to raise major issues, including ethical issues, involved in managing the corporation's relationships with its many publics.

*Prerequisites: Completion of the Business Core and a minimum of 12 semester hours of advanced courses.*



**INTR 580 STRATEGY AND BUSINESS POLICY 3**

The focus of this course is on actual business situations and their impact on the total organization including the role of top management in dealing with these problems. The structure of the course is based on the strategic management process which includes identification, evaluation and implementation of policy and strategy.

*Prerequisite: Completion of the Business Core and a minimum of 12 semester hours of advanced courses.*

**INTR 590 SEMINAR ON CRITICAL ISSUES IN BUSINESS 3**

Business in the United States and abroad are witnessing revolutionary changes that significantly influence their ability to operate in the global marketplace. These changes encompass: purely competitive issues of cost, quality, productivity, market share and the like; technological advances across many fields of endeavor; issues of foreign and domestic trade policies that impinge on patterns of international commerce, including regulatory practices; environmental issues affective the delicate balance between legitimate needs and preferences of people now and in the future; social change and development driven by a multiracial and multicultural population in the United States. This course will address these issues and their interrelationship to management practices. An interdisciplinary approach to such issues will be pursued.

*Prerequisite: Completion of the Business Core and a minimum of 12 semester hours of advanced courses.*

# BUSINESS EDUCATION

*Chairperson: Dr. Alan J. Oppenheim*

*Graduate Advisor: Dr. Rosemarie McCauley*

The department of Information and Decision Sciences prepares teachers of business education for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, candidates have an opportunity to supplement their undergraduate study and to explore advanced areas of work in accordance with their individual background, experience, achievement, and professional needs.

This is a 32-hour program which requires that candidates select six credits from a wide variety of general education courses and six credits in free electives. Of the twenty hours in the specialization, twelve hours represent required courses; the remaining eight hours allow candidates to select course alternatives from electives in business education. Research projects are planned and started in the *Introduction to Research* course and completed in the *Seminar in Business Education* course. An oral comprehensive examination based on results of the completed research project and a written comprehensive examination are an integral part of the program.

## ADMISSION REQUIREMENTS

Graduate work toward the Master of Arts degree in business education presupposes the completion of an undergraduate major in business education, distributive education or the equivalent.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN BUSINESS EDUCATION

	Semester Hours
I. Basic Professional Education .....	6
II. Specialization .....	20
A. Required Courses	
INFO 504 Principles and Problems of Business Education .....	3
INFO 536 Introduction to Research in Business Education .....	3
INFO 636 Seminar in Business Education .....	3
At least one of the following:	
INFO 511 Improvement of Instruction in Bookkeeping, Accounting and Business Arithmetic .....	3
INFO 512 Improvement of Instruction in General Business Subjects .....	3
INFO 515 Improvement of Instruction in Keyboarding/ Typewriting and Office Procedures .....	3
B. Electives in Business Education .....	8

- III. Free Electives ..... 6
- IV. Comprehensive Examination, oral and written, given in the Fall and Spring in conjunction with INFO 636 Seminar in Business Education. Examinations are general in nature and are intended to test maturity of thought with respect to business education.

Minimum: 32 semester hours

## BUSINESS EDUCATION

### Course Descriptions

	Semester Hours
<b>INFO 504 PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION</b>	<b>3</b>
Survey of principles and practices. History of business education, objectives, relationship of business education to general education, trends and problems in the field. Not for MBA students except by permission of MBA director.	
<b>INFO 506 BUSINESS EDUCATION CURRICULUM</b>	<b>3</b>
Study of business education for various levels and types of schools. Evaluation of specific programs for development of improved curricula. Not for MBA students except by permission of MBA director.	
<b>INFO 510 ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION</b>	<b>3</b>
Study of problems of organizing, directing and supervising business education programs at the secondary school and collegiate levels. Not for MBA students except by permission of MBA director.	
<b>INFO 511 IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING, ACCOUNTING AND BUSINESS ARITHMETIC</b>	<b>3</b>
Study of objectives, content, methods, teaching aids, and evaluation procedures. Not for MBA students except by permission of MBA director.	
<i>Prerequisite: Undergraduate methods course in bookkeeping and/or teaching experience.</i>	
<b>INFO 512 IMPROVEMENT OF INSTRUCTION IN GENERAL BUSINESS SUBJECTS</b>	<b>3</b>
The purpose of this course is to upgrade the teaching of the general business subjects. Resource units and lessons are developed. These units include performance objectives, pre-testing, learning activities, and post-testing. This course also includes a simulation/gaming component which helps to foster strategies for planning and decision making. Not for MBA students except by permission of MBA director.	
<i>Prerequisite: Undergraduate courses in general business methods and/or teaching experience.</i>	

- INFO 515 IMPROVEMENT OF INSTRUCTION IN KEYBOARDING/TYPEWRITING AND OFFICE PROCEDURES 3**  
 Study of objectives, content, methods, teaching aids, and evaluation procedures of subjects in keyboarding/typewriting and office procedures. Proficiency examinations in typewriting will be given. Not for MBA students except by permission of MBA director.  
*Prerequisite: Undergraduate methods in typewriting and/or teaching experience.*
- INFO 528 FIELD STUDIES IN BUSINESS EDUCATION 3**  
 Opportunity for the classroom teacher to evaluate some of the practices of business offices, industries and retailing organizations in the metropolitan area. Experience in planning, conducting and follow-up of field trips. Not for MBA students except by permission of MBA director.
- INFO 529 PRINCIPLES OF COOPERATIVE OFFICE EDUCATION 3**  
 Survey of principles and practices of cooperative office education. Objectives, organization, related class, placement, and supervision are investigated. Not for MBA students except by permission of MBA director.  
*Prerequisite: Business Education teaching certificate.*
- INFO 536 INTRODUCTION TO RESEARCH IN BUSINESS EDUCATION 3**  
 Literature and research of business education. Topics covered include: evaluation of current literature in business education research and tools used for interpreting statistical data. Student develops outline of research study to be completed in INFO 636 Seminar in Business Education. Not for MBA students except by permission of MBA director.  
*Prerequisite: INFO 504 and 511 or 512.*
- INFO 540 WORKSHOP IN BUSINESS EDUCATION 1 - 3**  
 This course will give the business educator the opportunity to do an intensive study of a selected current issue, concern, and/or problem in Business Education. Not for MBA students except by permission of MBA director.  
*Prerequisite: Certified Business Education Teacher*
- INFO 636 SEMINAR IN BUSINESS EDUCATION 3**  
 Matriculated graduate students in business complete research projects in business or distributive education. Prepares students for comprehensive examinations. Not for MBA students except by permission of MBA director.  
*Prerequisite: INFO 536.*



# CHEMISTRY

*Chairperson: Dr. Saliya DeSilva*

*Graduate Advisor: Dr. Pamela Delaney*

The Chemistry and Biochemistry Department offers advanced level courses in all major areas of chemistry as well as a number of highly specialized courses and individualized research opportunities. Students may selectively take a course or several courses to increase their professional competence in a particular area of chemistry and/or may elect to enroll in the Master of Science program in chemistry as outlined below.

## ADMISSION REQUIREMENTS

The minimum requirements for the Graduate Division as set forth in this catalog are essential for admission to the graduate program in chemistry. When the student is admitted to the Graduate Division, the chemistry advisor will evaluate the background in chemistry, other sciences and mathematics and a specific program will be designed. An entering student should present at least twenty-four semester hours of undergraduate chemistry credits. In consultation with the chemistry advisor, a program may be designed for students with insufficient background to include prerequisites. Candidates for the master's degree in chemistry should seek the guidance of the chemistry advisor in selecting electives, and in fulfilling the research option.

## REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN CHEMISTRY

	Semester Hours
I. Specialization .....	26
A. Courses in chemistry at the 500 level or above .....	15
B. Research: One of the following:	
CHEM 599 Graduate Literature Search in Chemistry .....	2
or	
CHEM 595 Graduate Research	
and	
CHEM 600 Thesis .....	4 or 6
C. Graduate level electives in sciences or mathematics .....	5 - 9
II. Graduate level free electives .....	6
III. Comprehensive examination	
Minimum: 32 semester hours	

# CHEMISTRY

## Course Descriptions

	Semester Hours
<b>CHEM 521</b> ADVANCED TOPICS IN INORGANIC CHEMISTRY Current theories of inorganic structure, reactions and properties. <i>Prerequisite: CHEM 341.</i>	3
<b>CHEM 525</b> BIOINORGANIC CHEMISTRY Exploration of the vital roles that metal atoms play in biochemical processes. Transition metal interactions with proteins will be emphasized. The course will focus on the structural, regulatory, catalytic, transport, and oxidation-reduction functions of metal containing biomolecules. <i>Prerequisite: CHEM 341 (Physical Chemistry II) or instructor's permission.</i>	3
<b>CHEM 531</b> ADVANCED TOPICS IN ORGANIC CHEMISTRY Modern theories of organic chemistry with emphasis on electronic theory and reaction mechanisms. <i>Prerequisite: CHEM 430.</i>	3
<b>CHEM 532</b> ORGANIC SYNTHESIS Detailed study of the art, methods, and the philosophy of organic synthesis beginning with a review of classical and modern synthetic methods, followed by the planning theory of synthesis and culminating in a study of elegant syntheses in the literature. <i>Prerequisite: CHEM 430.</i>	3
<b>CHEM 533</b> BIOSYNTHESIS OF NATURAL PRODUCTS A study of natural products with emphasis on the biosynthesis of primary and secondary metabolites. <i>Prerequisite: CHEM 430 (Advanced Organic Chemistry) or equivalent.</i>	3
<b>CHEM 534</b> CHROMATOGRAPHIC METHODS: THEORY AND PRACTICE A combined lecture/hands-on course in the theory and practice of chromatography; including GC, HPLC, GC-MS, GPC, and SFC, as well as computerized instrument control, data acquisition, and processing. <i>Prerequisites: CHEM 310 and 311 or equivalent.</i>	3
<b>CHEM 536</b> NUCLEAR MAGNETIC RESONANCE: THEORY AND PRACTICE A combination lecture/hands-on course utilizing the department's FTNMR's to provide students with theoretical background and practical experience in modern 1-D and 2-D FTNMR. <i>Prerequisites: CHEM 310 and 311 or equivalent.</i>	3
<b>CHEM 540</b> CHEMICAL THERMODYNAMICS In-depth study of classical thermodynamics. Development of thermodynamic functions describing chemical systems in equilibrium, with emphasis on systems of variable composition. <i>Prerequisite: CHEM 341 or instructor's permission.</i>	3

- CHEM 542 THEORETICAL PHYSICAL CHEMISTRY 3**  
Theoretical development of quantum mechanics and statistical mechanics as applied to chemistry. Application of theoretical procedures to atomic and molecular structure and bonding.  
*Prerequisites: CHEM 341 and MATH 420.*
- CHEM 544 ELECTROCHEMISTRY 3**  
Principles and application of electrochemistry, relationship of electromechanical principles to classical thermodynamics, and practical applications of electrochemistry.  
*Prerequisite: CHEM 341.*
- CHEM 546 CHEMICAL SPECTROSCOPY 3**  
Introduction to the theory of molecular spectroscopy.  
*Prerequisite: CHEM 341.*
- CHEM 548 CHEMICAL KINETICS 3**  
Kinetics in its role of elucidating reaction mechanisms. Discussion of recent problems from the chemical literature including fast reactions and enzyme kinetics.  
*Prerequisite: CHEM 341.*
- CHEM 550 ORGANOMETALLIC CHEMISTRY 3**  
The course will introduce students to organometallic chemistry, mainly involving transition metals, but also including some main group metals. The material covered will focus on the unique chemistry of these compounds and their uses in organic synthesis, material science, and as catalysts.  
*Prerequisites: CHEM 423 and 430 or equivalent.*
- CHEM 570 SELECTED TOPICS IN ADVANCED BIOCHEMISTRY 3**  
A detailed treatment of selected topics in biochemistry. Special emphasis upon recent developments. Protein structure, enzymology, metabolism, and nucleic acid chemistry are examples of topics.  
*Prerequisite: CHEM 470 (one semester biochemistry) or instructor's permission.*
- CHEM 590 SELECTED TOPICS - ADVANCED CHEMISTRY 3**  
An in-depth study of selected areas in either analytical, inorganic, organic or physical chemistry, with special emphasis upon recent developments in the field.  
*Prerequisite: CHEM 341 (Physical Chemistry II) or instructor's permission.*
- CHEM 595 GRADUATE RESEARCH 2 - 4**  
Directed individual laboratory investigation under guidance of faculty advisor. May be elected once or twice, maximum credit allowed is 4 semester hours.  
*Prerequisite: Completion of 12 semester hours in this graduate program; instructor's permission.*
- CHEM 599 GRADUATE LITERATURE SEARCH IN CHEMISTRY 2**  
An individual, non-experimental investigation utilizing the scientific literature.  
*Prerequisite: Completion of 12 semester hours in this graduate program.*
- CHEM 600 THESIS 2**  
Writing, presentation, and defense of thesis before the chemistry faculty.  
*Prerequisites: CHEM 595, instructor's permission.*

# CLASSICS

*Chairperson: Dr. Timothy Renner*

The Department of Classics offers graduate level courses in Latin literature and in the culture and civilization of the classical world. These courses may be elected by students who are enrolled in master's programs at Montclair as well as by post-baccalaureate students seeking to acquire teaching certification in Latin or to broaden their knowledge of classical studies and the classical tradition.

## CLASSICS

### Course Descriptions

**Semester  
Hours**

**GNHU 551 SELECTED TOPICS IN MEDITERRANEAN ARCHAEOLOGY 3**

This course consists of an in-depth study of the archaeological evidence for a selected period, region or other thematic topic within the ancient Mediterranean world broadly defined. Special attention will be given to the role which archaeology can play in reconstructing the history of past cultures and to the Mediterranean archaeologist's frequent need to try to reconcile ancient literary and epigraphical evidenced with archaeologically obtained data.

**LATN 511 THE COMEDY OF PLAUTUS 3**

Intensive reading and study of selected plays of Plautus with attention to language, characterization, style, structure, and metre. The literary and historical milieu of Plautine drama, including the apparatus of play production and the relationship of the comedies to contemporary social and economic history. The place of Plautus in theatre history, with special reference to Greek New Comedy, to other ancient Italic comedy, and to later European drama.

**LATN 541 SELECTED TOPICS IN LATIN LITERATURE 3**

Intensive reading and critical study of a selected author, genre, period, or theme in Latin literature that is not covered by a regular course. Topics will be chosen to complement other graduate course offerings in Latin and classical studies. May be repeated for credit with different topics.

**LATN 584 LAW IN ROMAN SOCIETY 3**

An introduction to Roman law and an examination of the interrelatedness of law and Roman society during the late Republic and the Empire. Survey of the main areas of private law: Law of persons, law of things, law of obligations. Sources of law and their response to new conditions. Law as an instrument of social change. Law and daily life. Roman law in the Medieval and Modern periods.



# COMMUNICATION SCIENCES AND DISORDERS

*Chairperson: Dr. Warren Heiss*

*Graduate Advisors: Dr. Warren Heiss (Special Education/Learning Disabilities)*

*Dr. Naomi Schiff-Myers (Speech-Language Pathology)*

*Dr. Lucille Weistuch (Early Childhood Special Education)*

Graduate students have the opportunity to specialize within the broad area of communication sciences and disorders in one of the three major concentrations: (1) Speech-Language Pathology; (2) Learning Disabilities; and (3) Early Childhood Special Education.

All programs stress an interdisciplinary approach to the understanding and treatment of communication and learning disorders, with emphasis on development of clinical and teaching skills. Successful students are those who have a strong need to understand the bases of clinical procedures, who work well with or without supervision, and who, with guidance from the staff, initiate independent projects, taking responsibility for personal growth in intellectual, clinical, and teaching skills.

Students should indicate their choice of specialization at the time of advisement for matriculation.

## ADMISSION REQUIREMENTS\*

### **Speech-Language Pathology**

Students wishing to matriculate in this area must have completed a bachelor's degree. Graduate students must demonstrate communication skills that will not interfere with clinical practice. A student who is judged to have questionable skills will be referred to a faculty panel for further evaluation. If necessary the student will be referred to campus services for assistance. Students requiring assistance will be reevaluated before they are allowed to enroll for clinical practica. Enrollment in clinical practica will be postponed until communication skills are judged to be sufficient.

### **Learning Disabilities**

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate (e.g., "teacher of the handicapped"). Evidence of one year of successful teaching experience must also be provided.

### **Early Childhood Special Education**

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate as "teacher of the handicapped."

*\*Note: Admissions and certification requirements are subject to change. Consult with departmental advisor*

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS

Master's degree programs consist of a minimum of 39 to 42 semester hours distributed among basic, core, and specialization courses. Some students may need to take prerequisite courses as specified by the graduate advisor.

## Speech-Language Pathology

(Accredited by the Educational Standards Board of the American Speech-Language-Hearing Association)

	<b>Semester Hours</b>
<b>Prerequisite/Basic Courses:</b> .....	up to 12 s.h.
(Required for students with incomplete or no undergraduate background in speech-language pathology.)	
CS&D 408 Phonetic Study of Speech Sounds .....	3
CS&D 409 Anatomy & Physiology of Speech & Hearing Systems .....	3
CS&D 410 Neurophysiological Bases of Communication .....	3
CS&D 534 Speech & Hearing Science .....	3
<b>Required Courses</b> .....	<b>39</b>
CS&D 500 Speech & Language Acquisition .....	3
CS&D 511 Language Disorders of Adults .....	3
CS&D 512 Diagnosis in Speech-Language Pathology .....	3
CS&D 515 Voice Disorders .....	3
CS&D 517 Phonological and Articulation Disorders .....	3
CS&D 521 Clinical Process & Procedures in Speech-Language Pathology .....	3
CS&D 573 Organization & Administration of Speech & Hearing Programs .....	3
CS&D 576 Aural Rehabilitation .....	3
CS&D 583 Language Disorders of Children .....	3
CS&D 584 Cleft Palate and Craniofacial Disorders .....	3
CS&D 585 Fluency Disorders .....	3
CS&D 592 Research in Speech-Language Pathology .....	3
CS&D 598 Problems and Issues in Communication Disorders .....	3
<b>Practica</b> .....	<b>3-12 s.h.</b>
Depending upon previous supervised clinical practice students will take, by advisement, at least one of the following:	
CS&D 535 Advanced Seminar in Communication Disorders .....	6
CS&D 562 Intermediate Practicum in Communication Disorders .....	3
CS&D 599 Advanced Practicum in Speech Pathology .....	3

**Field Placements:** A public school student teaching placement will be arranged with an American Speech-Language Hearing Association (ASHA) certified clinician for those intending to obtain teacher certification. Other settings include hospitals, rehabilitation centers, speech and hearing clinics and nursing homes. ASHA certification is required of all supervisors as specified by the American Speech-Language Hearing Association. ASHA requires 350 hours of supervised unpaid experience with a variety of cases in order to obtain national certification. A similar requirement is necessary for a state license.

**Teacher Certification:** In addition to a student teaching placement, additional coursework related to teacher certification will be added, if necessary, in consultation with the Dean of the College of Education and Human Services.

A minimum of 42 credits will be required for the Master’s degree. For those students who have deficiencies in certain skills or wish Teacher Certification, additional coursework will be required. Students who already have some of the required coursework from other institutions may transfer credits to this program in accordance with University policy. For these students, specialization electives are available.

			Semester Hours
<b>Specialization Electives</b> (by advisement)			
CS&D	514	Communication Disorders of the Aged .....	3
CS&D	523	Educational Audiology .....	3
CS&D	531	Clinical Audiology .....	3
CS&D	579	Special Education for Students with Disabilities .....	3
CS&D	594	Independent Study .....	1-3
CS&D	595	Medical and Physical Bases of Disabilities .....	3

**Learning Disabilities**

			Semester Hours
I.	Basic Courses .....		9
	*PSYC 578	Psychological Tests and Measurements	
	or		
	*ELRS 578	Testing and Evaluation .....	3
	CS&D 583	Language Disorders of Children	
	or		
	READ 500	Nature of Reading .....	3
	*PSYC 563	Theories of Learning	
	or		
	*PSYC 560	Advanced Educational Psychology .....	3
II.	Core Courses .....		9
	*CS&D 579	Special Education for Students with Disabilities .....	3
	*CS&D 595	Medical and Physical Bases of Disabilities	
	or		
	*PSYC 573	Physiological Psychology .....	3

	PSYC	564	Psychological Aspects of Disabling Conditions or		
	PSYC	565	Child and Adolescent Psychopathology .....	3	
III.	Specialization	Courses .....		21	
	*CS&D	580	Nature and Identification of Learning Problems .....	3	
	*CS&D	581	Evaluation and Planning for Students with Learning Problems .....	3	
	*CS&D	587	Advanced Instructional Techniques for Students with Learning Problems .....	3	
	CS&D	589	Research in Learning Disabilities .....	3	
	*CS&D	590	Practicum: Learning Disabilities Teacher-Consultant .....	3	
	*CS&D	596	Advanced Practicum: Learning Disabilities Teacher-Consultant .....	3	
	CS&D	668	Consultation Methods in Psychoeducational Settings or		
	PSYC	668	Consultation Methods in Psychoeducational Settings .....	3	
				Total: minimum of 39 s.h.	

*\*Required for New Jersey certification as a Learning Disabilities Teacher-Consultant.*

### Early Childhood Special Education

					Semester Hours
I.	Basic courses .....				9
	CS&D	504	Typical and Atypical Development: Birth to Three .....	3	
	CS&D	505	Typical and Atypical Development: Three to Five .....	3	
	CS&D	520	Research in Early Childhood Special Education .....	3	
II.	Core Courses .....				9
	CS&D	519	Language Development in Preschool Children with Disabilities .....	3	
	CS&D	579	Special Education for Students with Disabilities .....	3	
	CS&D	595	Medical and Physical Bases of Disabilities .....	3	
(Other courses may be substituted based on advisement.)					
III.	Specialization Courses .....				21
	CS&D	506	Assessment of Pre-School Children with Disabilities I .....	3	
	CS&D	507	Assessment of Pre-School Children with Disabilities II .....	3	
	CS&D	508	Assisting Families with Children with Disabilities .....	3	
	CS&D	509	Implementing Programs for Young Children with Disabilities .....	3	
	CS&D	510	Field Experience: Early Childhood Special Education .....	3	
	CS&D	518	Neuromotor Development of the Young Child .....	3	
	HEFM	445	The Inner City Family .....	3	
				Total: minimum of 39 s.h.	



## **Additional Department Requirements**

1. Students pursuing a concentration in Learning Disabilities are required to take a qualifying examination to assess proficiency in the understanding of basic concepts, issues, and practices. This examination will be given prior to admittance into practice. Students apply for this examination in consultation with their advisor. If the examination is failed, appropriate plans of action will be developed by advisor and student to address the deficiencies.

2. Students in all concentration areas are required to complete successfully a comprehensive examination or project. Comprehensive projects and examinations are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects and examinations are culminating activities in students' programs.

Note that there is a limit to the number of times a student may take the comprehensive examination. Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their advisors for specific information on these additional department requirements.

3. Majors in Speech-Language Pathology must complete 25 hours of supervised clinical observations and a total of 350 semester hours of supervised direct clinical experience. Up to 100 hours completed as an undergraduate will be accepted toward the requirement. Majors in Learning Disabilities must complete a minimum of 150 clock hours of supervised experience. Majors in Early Childhood Special Education must complete a field experience of 75 hours. Field placement will be determined by individual interest and can be provided both on- and off-campus.

4. Courses are offered in this department that meet prerequisite requirements in Speech-Language Pathology and for admission to the graduate program.

5. Students in the Speech-Language Pathology program have the opportunity to take work, as part of their graduate studies, that meets the requirements for a New Jersey public school certification, and a New Jersey license as a Speech/Language Specialist.

6. Admission to the program in speech-language pathology is in the fall of each academic year. Completed applications must reach the Graduate Office by March 1st of each year for admission for the following fall semester; new students may not begin the program in the spring semester. The Graduate Record Examination (GRE) must be taken no later than the December administration for consideration for the following fall semester.

7. Courses in the M.A. in Speech-Language Pathology are scheduled during the day and evening. For this reason students are expected to be available for courses at any time. Additionally, it has been the Department's position not to support the policy of employing Speech-Language Specialists on a provisional certification basis.

### **Post-Master's Certification Program in Learning Disabilities**

A post-master's candidate seeking certification as a Learning Disabilities Teacher-Consultant must complete 30 semester hours in the areas of study listed below. Qualified students who have already earned a master's degree in education, reading, psychology, counseling, special education, or similar fields, may apply credits toward the 30 semester hours required. However, 12 semester hours must be taken at Montclair State University.

## REQUIREMENTS FOR CERTIFICATE IN LEARNING DISABILITIES

The graduate advisor will examine the post-master's applicant's transcripts of master's degree and other graduate credits to determine which of the following courses may be applied toward certification for Learning Disabilities Teacher-Consultant:

**A. Required Studies (not necessarily in separate courses):**

	<b>MSU Equivalent</b>
1. Education of Students with Disabilities	CS&D 579
2. Learning Theory	PSYC 563 or 560
3. Physiological Bases of Learning	PSYC 573 or CS&D 595
4. Orientation to Psychological Testing	PSYC 578 or ELRS 578
5. Remediation of Basic Skills	CS&D 587
6. Diagnosis and Correction of Learning Disabilities	CS&D 580 and 581
7. Consultation	CS&D/PSYC 668
8. Supervised Practicum (minimum of 150 hours)	CS&D 590 and 596

**B. Electives**

1. Special Education	CS&D 582
2. Group Dynamics	COUN 559; PSYC 568
3. Psychopathology	PSYC 564, 565
4. Early Childhood Special Education	CS&D 506, 507
5. Growth and Development	CS&D 504, 505, PSYC 561
6. Language Development and Disorders	CS&D 519, 583
7. Reading	READ 500, 511
8. Interviewing and Counseling	COUN 550, 568, PSYC 593
9. Supervision/Administration	ELAD 510, 540, 543
10. Legal Issues	ELAD 521, LSLW 554

Each student's record will be audited by the Office of the Registrar after completing all of the 30 semester hour requirement. Students must complete the Application for Final Audit and submit it to the Office of the Registrar by the deadlines listed in the Graduate Catalog. If work has been satisfactorily completed, and all other requirements have been met, the student will be recommended for New Jersey state certification as a *Learning Disabilities Teacher-Consultant*.

The requirements for this endorsement, in addition to the completion of the prescribed academic program are:

1. A standard New Jersey instructional certificate.
2. Three years of successful teaching experience (MSU requires two letters of recommendation from a current or previous supervisor and a notarized statement verifying at least three years of full-time paid employment as a teacher.)
3. A master's degree in a related field from an accredited college or university.

# COMMUNICATION SCIENCES AND DISORDERS

## Course Descriptions

### Semester Hours

#### **CS&D 408 PHONETIC STUDY OF SPEECH SOUNDS 3**

The articulation of sounds of American English, developing an understanding of articulatory features using the international phonetic alphabet.

*Prerequisite: By permission of graduate advisor.*

#### **CS&D 409 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING 3**

The anatomical and physiological bases of respiration, phonation, articulation and resonance. The anatomy and physiology of the auditory mechanism.

*Prerequisite: By permission of graduate advisor.*

#### **CS&D 410 NEUROPHYSIOLOGICAL BASES OF COMMUNICATION 3**

Study of the anatomy and physiology of the nervous system as it relates to the development of hearing, vision, thought, memory and emotions, as well as the perception, processing and production of speech and language.

*Prerequisite: By permission of graduate advisor.*

#### **CS&D 500 SPEECH AND LANGUAGE ACQUISITION 3**

The nature of language and language development in young children. Acquisition of phonological, semantic and syntactic systems studied in framework of biological, cognitive, and linguistic theory.

*Prerequisite: By permission of graduate advisor.*

#### **CS&D 504 TYPICAL AND ATYPICAL DEVELOPMENT : BIRTH TO THREE YEARS 3**

To familiarize students with the developmental stages of infants and toddlers. Particular emphasis will be placed on sensorimotor stage theory, development of the capacity for symbolic representations, and the acquisition of language. Application of developmental theory to disabled children will be discussed.

#### **CS&D 505 TYPICAL AND ATYPICAL DEVELOPMENT : THREE TO FIVE YEARS 3**

To familiarize students with the developmental tasks usually accomplished in the preschool years. Particular emphasis will be placed on the development of dialogue, on the use of language in concept development, and on the development of social, memory, perceptual, and play skills. Application of developmental theory to disabled children will be discussed.

*Prerequisite: CS&D 504.*

#### **CS&D 506 ASSESSMENT OF PRESCHOOL CHILDREN WITH DISABILITIES I 3**

Screening for and assessment of children with disabilities from birth to age five are studied; techniques and instruments commonly used, administration and interpretation of results, and the use of data to write an effective educational programs and instructional guides are presented.



- CS&D 507 ASSESSMENT OF PRESCHOOL CHILDREN WITH DISABILITIES II** **3**  
 A continuation of CS&D 506; and in-depth analysis of selected assessment devices introduced in CS&D 506; a variety of instruments designed for use with infants and preschoolers will be evaluated and employed.  
*Prerequisite: CS&D 506.*
- CS&D 508 ASSISTING FAMILIES WITH CHILDREN WITH DISABILITIES** **3**  
 Techniques to help educators assist families with children with disabilities will be presented; sensitivity to the problems of parenting, emotional and legal issues, and the development of the skills necessary for parents to set goals and facilitate the education of young children with disabilities.
- CS&D 509 IMPLEMENTING PROGRAMS FOR YOUNG CHILDREN WITH DISABILITIES** **3**  
 Principles of learning and instruction will be applied to developing programs for young children with disabilities; adapting major curricula and implementing individualized educational plans will be stressed.  
*Prerequisite: CS&D 506.*
- CS&D 510 FIELD EXPERIENCE: EARLY CHILDHOOD SPECIAL EDUCATION** **3**  
 Supervised experience in diverse field settings with both typical and atypical pre-school children; seventy-five (75) clock hours of fieldwork is required.
- CS&D 511 LANGUAGE DISORDERS OF ADULTS** **3**  
 This course is devoted to an advanced study of adult aphasia and other communication disorders associated with neuropathologies of adulthood.  
*Prerequisite: By permission of graduate advisor.*
- CS&D 512 DIAGNOSIS IN SPEECH-LANGUAGE PATHOLOGY** **3**  
 Diagnostic procedures including tests for children and adults who have multiple disabilities and are communication disordered. Opportunities provided for interviewing parents, testing and report writing.  
*Prerequisite: By permission of graduate advisor.*
- CS&D 515 VOICE DISORDERS** **3**  
 Selected disorders of voice production. Consideration given to etiology, pathology and therapy related to vocal nodules, contact ulcers, paralysis of the vocal cords and other organic voice problems. Speech rehabilitation techniques for the laryngectomized and for persons with cleft palate conditions.  
*Prerequisite: By permission of graduate advisor.*
- CS&D 517 PHONOLOGICAL AND ARTICULATION DISORDERS** **3**  
 This course provides an in-depth study of phonological and articulation problems of children and adults with major emphasis on assessment and treatment. Consideration is given to the speech problems associated with craniofacial abnormalities, as well as to the management of dysarthria and apraxia in children and adults.  
*Prerequisite: By permission of graduate advisor.*



**CS&D 518 NEUROMOTOR DEVELOPMENT OF THE YOUNG CHILD 3**

The study of typical and atypical patterns of neuromotor organization and development, including general principles of stability, mobility, and the equilibrium as they influence postural stability is presented. Implications for the educator of young children with disabilities will be stressed.

**CS&D 519 LANGUAGE DEVELOPMENT OF PRESCHOOL CHILDREN WITH DISABILITIES 3**

A study of typical and atypical patterns of language development in the child from the pre-verbal period of infancy to the age of five will be undertaken.

**CS&D 520 RESEARCH IN EARLY CHILDHOOD SPECIAL EDUCATION 3**

Research design, statistical analysis and methods for writing a research paper are studied. Significant problems in the field of early childhood special education are investigated and discussed. Published research projects are evaluated.

**CS&D 521 CLINICAL PROCESS AND PROCEDURES IN SPEECH-LANGUAGE PATHOLOGY 3**

The course provides an orientation to clinical practice in speech-language pathology. The clinical process is presented as a construct which interfaces interpersonal dynamics with preferred professional practices. A decision-making continuum is applied to the interpretation of client needs as a basis for developing goals, planning treatment procedures, documenting treatment and planning for referral and/or discharge.

*Prerequisite: By permission of graduate advisor.*

**CS&D 523 EDUCATIONAL AUDIOLOGY 3**

This course provides a basis for understanding how hearing and hearing losses have an impact on language, academic, and psychosocial development. Audiometric screening/testing, tympanometry, and central auditory processing evaluation will be presented in the context of educational planning

**CS&D 531 CLINICAL AUDIOLOGY 3**

Increases skills in administering tests for pure-tone and speech reception thresholds; evaluation and interpretation of test results and analysis of client histories. Hearing aid evaluation, measurement of recruitment and tests for psychogenic deafness and malingering; pre- and post-surgical audiometry and special problems of differential diagnosis in testing children.

*Prerequisite: By permission of graduate advisor.*

**CS&D 534 SPEECH AND HEARING SCIENCE 3**

Study of basic acoustics, memory, and perception. Advanced study of anatomy and physiology of the speech and hearing mechanisms. Commonly used instrumentation will be discussed.

*Prerequisite: By permission of graduate advisor.*

**CS&D 535 ADVANCED SEMINAR IN COMMUNICATION DISORDERS 6**

Diagnostic, therapeutic and evaluative techniques employed in working with children and adults who have speech disorders of organic etiology.

*Prerequisite: Permission of graduate advisor.*

- CS&D 562 INTERMEDIATE PRACTICUM IN COMMUNICATION DISORDERS 3**  
 Supervised clinical practice with children and adults presenting a variety of communication disorders.  
*Prerequisite: By permission of graduate advisor.*
- CS&D 573 ORGANIZATION AND ADMINISTRATION OF SPEECH AND HEARING PROGRAMS 3**  
 Clinical programs in the public schools and other settings. Testing, scheduling, grouping and record-keeping. The role of clinician in relation to administrators, teachers, specialists in related areas, parents and paraprofessionals.  
*Prerequisite: By permission of graduate advisor.*
- CS&D 576 AURAL REHABILITATION 3**  
 Study of theory and techniques for developing speech reading and auditory training programs for individuals with hearing loss. Also considered will be basics of American Sign Language and social and vocational concerns.  
*Prerequisite: By permission of graduate advisor.*
- CS&D 579 SPECIAL EDUCATION FOR STUDENTS WITH DISABILITIES 3**  
 An overview of instruction for students with special needs; characteristics of special populations, federal and state legislation, educational implications of disabling conditions, principles for instruction and planning for inclusion are presented; community resources and special issues related to the education of students with disabilities are discussed.
- CS&D 580 NATURE AND IDENTIFICATION OF LEARNING PROBLEMS 3**  
 Conceptual models of learning disabilities, the evaluation process for identifying learning difficulties are presented; demonstrations of standardized and functional evaluation procedures are provided; basic training in analyzing results of evaluations and formulating individualized education plans are stressed.  
*Prerequisite: CS&D 579, permission of advisor.*
- CS&D 581 EVALUATION AND PLANNING FOR STUDENTS WITH LEARNING PROBLEMS 3**  
 Continuation of CS&D 580 providing advanced training in the identification of and planning for students with learning problems; models for the formulation of assessment plans, administration and analysis of diagnostic batteries, special issues in evaluation, the use of evaluation data to make decisions regarding eligibility and instructional planning are presented; case study methods are used to simulate Child Study Team practice.  
*Prerequisite: CS&D 579, 580, permission of advisor.*
- CS&D 582 BASIC INSTRUCTIONAL TECHNIQUES FOR STUDENTS WITH LEARNING PROBLEMS 3**  
 Techniques for planning instruction for students with special needs; specialized methods of instruction in reading, writing, arithmetic, speaking, listening, and social skills that can be utilized in regular and special education settings are presented.  
*Prerequisites: CS&D 579, 580, permission of advisor.*

**CS&D 583 LANGUAGE DISORDERS OF CHILDREN 3**

Psycholinguistic components of language, factors involved in language development and language disorders associated with developmental lag, childhood aphasia, deafness, retardation, and emotional problems.

*Prerequisites: CS&D 500 or equivalent for Speech Pathology majors, CS&D 580 for Learning Disabilities majors; by permission of graduate advisor.*

**CS&D 584 CLEFT PALATE AND CRANIOFACIAL DISORDERS 3**

Etiology, characteristics, and management of individuals with cleft lip, cleft palate, and other craniofacial disorders. Unit on myofunctional therapy included.

*Prerequisite: By permission of graduate advisor.*

**CS&D 585 FLUENCY DISORDERS 3**

Principles and methods of speech therapy with children and adults with fluency disorders. Methods of evaluation, specific techniques of speech therapy, and principles coordinating speech therapy with home and school life. Demonstrations with children and adults with fluency disorders serve as the basis for study and discussion.

*Prerequisite: By permission of graduate advisor.*

**CS&D 587 ADVANCED INSTRUCTIONAL TECHNIQUES FOR STUDENTS WITH LEARNING PROBLEMS 3**

The Learning Strategies Model for assisting students with learning problems to become independent will be used as framework; techniques for inclusion in regular educational settings, collaboration, strategies for planning instruction to meet diverse needs of students with mild disabilities, and special issues related to instruction will be presented.

*Prerequisites: CS&D 579, 580, 581, 582 (or equivalent); permission of advisor.*

**CS&D 589 RESEARCH IN LEARNING DISABILITIES 3**

Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized.

*Prerequisites: Permission of graduate advisor and CS&D 580, 581, 587.*

**CS&D 590 PRACTICUM: LEARNING DISABILITIES TEACHER-CONSULTANT 3**

Supervised practice of the Child Study Team process in assessment and planning; administration of evaluation procedures and analysis of results; decision-making regarding eligibility and instructional planning, consultation and collaboration as a member of a Child Study Team will be emphasized.

*Prerequisites: CS&D 579, 580, 581, 582, 587, matriculated status, permission of advisor.*

**CS&D 592 RESEARCH IN SPEECH-LANGUAGE PATHOLOGY 3**

Significant problems in the field are investigated and published research projects evaluated. Critical analysis and experimental design are emphasized.

*Prerequisite: By permission of graduate advisor.*

**CS&D 594 INDEPENDENT STUDY 1 - 3**

Students select an area of communication sciences and disorders and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation.

*Prerequisite: Instructor's permission.*



**CS&D 595 MEDICAL AND PHYSICAL BASES OF DISABILITIES 3**

Critical dimensions of the neurological and biological growth in the context of developmental disabilities are discussed. The relevance of the pediatric and neurological examinations for understanding disabilities is provided. The medical treatment of disabilities is presented.

**CS&D 596 ADVANCED PRACTICUM: 3**  
**LEARNING DISABILITIES TEACHER-CONSULTANT**

Continuation of CS&D 590; students will enroll in CS&D 596 to fulfill the 150 hour time requirement and the meeting of competency standards to practice as a Learning Disabilities Teacher-Consultant begun in CS&D 590.

*Prerequisites:* CS&D 579, 580, 581, 582, 587, 590, matriculated status, permission of advisor.

**CS&D 597 PRACTICUM AND SEMINAR IN 3**  
**TEACHING STUDENTS WITH DISABILITIES**

The course provides students with direct experiences in teaching children with special education needs in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams that will help children with learning difficulties be successful in regular and special education settings. The emphasis is on instruction of children with mild to moderate disabilities. In addition to 90 hours of direct instruction of children with special needs in an approved placement, each student must participate in seminars, conferences, and planning sessions.

*Prerequisites:* CS&D 579, 580, 582, permission of advisor.

**CS&D 598 PROBLEMS AND ISSUES IN 3**  
**COMMUNICATION DISORDERS**

This seminar is designed to introduce newly emerging topics in communication disorders, including cognitive rehabilitation of closed-head injured patients, dysphagia, and augmentative/alternative communication for the non-speaker. Literature review and prescribed observations will provide the foundation for studying the nature, characteristics, epidemiology, and the assessment/treatment protocols of the pertinent pathologies.

*Prerequisite:* By permission of graduate advisor.

**CS&D 599 ADVANCED PRACTICUM IN 3**  
**SPEECH PATHOLOGY**

Practical application of diagnostic and rehabilitative techniques with children and adults who have major speech and language problems. Qualified students participate in specialized laboratory experiences: planning and supervising speech therapy sessions, providing rehabilitative services, interviewing applicants and administering audiometric tests.

*Prerequisite:* 60 clinical hours in speech practicum; by permission of graduate advisor.

**CS&D 668 CONSULTATION METHODS IN PSYCHOEDUCATIONAL 3**  
**SETTINGS**

This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Cross listed with Psychology, PSYC 668.



# COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

*Chairperson and Graduate Advisor: Dr. Arlene King*

*Program Coordinators: Addiction Study, Dr. Eileen Smith-Sweet*

*Counseling Fieldwork, Dr. Richard Grey*

*Administration and Supervision, Dr. David Weischadle*

*Educator/Trainer Program, Dr. David Weischadle*

*Counseling, Dr. Arlene King*

Counseling programs in both the public and private sectors, corporate and business training and organizational development activities, and educational administration and supervision roles are integral parts of the American way of life. The mission of the department is to provide qualified and trained personnel for positions of responsibility in these various program areas, enabling organizations to meet the changing needs of society.

In counseling, the department prepares students for work with diverse populations in a variety of settings in the following areas: individual/group counseling, substance abuse counseling, human resources counseling, guidance counseling, school social work, and student personnel services in higher education.

In the growing area of training and development, the department offers opportunities to current and prospective professionals to gain new knowledge and skills in management education, program planning and organizational analysis.

In educational administration and supervision, the department provides leadership programs for individuals to develop the knowledge and competencies for positions as principals, department supervisors, school business administrators, superintendents, and other personnel.

From the initial core of courses through the field work experience, the department offers courses to train counselors, human services personnel, and educational trainers to work with minority communities, women, families, adult learners, substance abusers, businesses and industrial settings, as well as to work in traditional roles in public school administration, supervision, school guidance, school social work, and substance abuse awareness.

An initial core program, consisting of four courses applicable to counseling, educational training or administration and supervision is required of all students entering the program. The specific core to be followed will be determined under the guidance of the department's Graduate Advisor. After successful completion of the core, the student and the Program Coordinator will work out an individual program designed to meet his/her particular interests and needs.

# CERTIFICATION PROGRAMS IN COUNSELING

The department continues to emphasize state certification programs for guidance counselors and school social workers. Both of these state certifications require additional credentials. The Student Personnel Services Certification for guidance counselors requires a teaching certificate and one year of full time teaching experience under certification. Those wishing to be certified as School Social Worker must have a minimum of 3 years of teaching experience or 3 years of experience in social work under approved supervision. Students should consult their graduate advisor for specific certification requirements for each of these programs. Courses are also available for persons seeking certification as Director of Pupil Personnel Services and for individuals interested in completing all academic requirements for certification in alcoholism counseling (CAC), (CADC) and Substance Awareness Coordinator Certification (SAC).

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COUNSELING, HUMAN SERVICES AND GUIDANCE

	Semester Hours
I. Core Courses .....	12
Required of all students regardless of specialization.	
COUN 559 Dynamics of Group Process .....	3
COUN 577 Counseling Theories .....	3
COUN 588 Techniques of Interviewing and Counseling .....	3
ELRS 503 Methods of Research .....	3
II. Matriculation Interview with Coordinator	
III. Required Courses .....	30
These courses will be decided after the four core courses have been completed, and the student has decided upon a specialization. Here are a few of the choices available:	
(a) Human Services which permit such areas of specialization as:	
Individual Counseling	
Group Counseling	
Human Resources and Organizational Development	
Counseling in Higher Education	
Alcoholism Counseling	
(b) State Certification Program in Guidance and Counseling	
(c) State Certification Program in School Social Work	
(d) Dual Certification Program for both Guidance and Counseling and School Social Work	
(e) Eligibility for State Certification as Substance Awareness Coordinator	
IV. Fieldwork .....	6
The fieldwork in each concentration consists of field placements approved by the Fieldwork/Practicum coordinator. A minimum of 300 hours of observation and contact with clients at the field site is required. Seminars will accompany the field experience.	

V. Comprehensive Examination or Thesis

Nearing completion of the program, the student will register for the comprehensive examination given in the Fall or the Spring. Students selecting the thesis option should register for COUN 650 Research Seminar and Thesis Writing.

Minimum Semester Hours: 48

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION

(For school personnel)

Three years of successful teaching experience under certification are required for certification as Supervisor or Administrator. The program for principals is designed to meet the requirements enacted by the New Jersey Department of Education as of October 1, 1988.

### PROGRAM REQUIREMENTS

	Semester Hours
I. Deferred Matriculation Courses .....	12
COUN 559 Dynamics of Group Process .....	3
ELAD 510 Educational Administration .....	3
ELAD 521 Education Law .....	3
ELRS 503 Methods of Research .....	3
II. Matriculation Interview with Coordinator	
III. Required Courses .....	9
CURR 530 Principles of Curriculum Development .....	3
ELAD 540 Supervision I .....	3
Approved Graduate Course in Social and Behavioral Sciences or Humanities .....	3
IV. Elective Courses (Select one) .....	3
CURR 534 Strategies for Curriculum Change .....	3
ELAD 520 Systems Analysis .....	3
EDFD 550 Critical Thinking and Learning .....	3
ELRS 580 Learning: Process and Measurement .....	3
PSYC 563 Theories of Learning .....	3
V. Specialization Courses .....	21
ELAD 512 Administration of Elementary Schools .....	3
OR	
ELAD 513 Secondary School Administration .....	3
ELAD 522 Use of Computers in Educational Administration .....	3

ELAD 526	School Business Administration .....	3
ELAD 543	The Clinical Supervisor .....	3
ELAD 621	School Plant Planning .....	3
ELAD 622	School Finance .....	3
ELAD 643	Staff Personnel Administration and Supervision .....	3

Electives to be selected after consultation with the advisor, and listed in the Master of Arts work program. They may be selected after consultation with the advisor, and listed in the requirements. Certain courses outside the School may be selected.

VI.	Field Experience .....	3
	ELAD 615 Supervised Field Experience in Administration and Supervision .....	3
VII.	Comprehensive Examination	

Minimum semester hours: 48

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION- CONCENTRATION FOR EDUCATOR/TRAINER

### (Training Personnel)

This program provides solid scholastic foundations with close observation of the applications and implementation of theoretical principles. Graduates will serve as supervisors of trainers in corporate management, basic skill training in industry, civil service training, library/museums, health services, banks, research project management, and human resource management. Graduates of this program will learn to:

1. Develop a personal philosophy of organizational training consistent with the related theories of adult learning and human development.
2. Develop effective leadership skills in educational training programs.
3. Analyze organizations and plan programs and strategies for increased effectiveness.
4. Develop techniques for interpersonal and group problem solving and decision-making.
5. Develop skills in managing change and conflict.
6. Interpret research findings and design and implement research techniques to their organizational needs.

## PROGRAM REQUIREMENTS

I.	Core Courses .....	12
	ELRS 503 Methods of Research .....	3
	COUN 559 Dynamics of Group Process .....	3
	ELAD 509 Administration of Education and Training Programs .....	3
	ELAD 542 Supervisory Skills for Education and Training Personnel .....	3
II.	Matriculation Interview with Coordinator	



III.	Required Courses .....	9
	ELAD 531 Program Planning and Development .....	3
	Approved Psychology Course .....	3
	Graduate Course in Testing or Approved Elective .....	3
IV.	Specialization Courses .....	15
	ELAD 628 Field Experience or Internship .....	3 or 6
	Electives in major field approved by advisor .....	12 or 9
V.	Comprehensive Examination	

Minimum Semester Hours: 36

A student must apply for deferred matriculation before completing six semester hours of course work in any of the programs offered by this department.

Final action on full matriculation is based on requirements of the Office of Graduate Studies, the Department and any special individual requirements assigned to the student by the department's advisor/program coordinator.

## COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

### Course Descriptions

	Semester Hours
<b>COUN 550 ADVANCED PROCEDURES IN GROUP COUNSELING</b>	<b>3</b>
This is an advanced course for students who have demonstrated an interest in and an aptitude for the group process through the successful completion of COUN 559 <i>Dynamics of Group Process</i> . This course combines theory with experience. It focuses on the examination of systematic approaches for the understanding of leadership in group counseling. Each student must make available the hours of 5:00-9:30 p.m. on the night the course is offered.	
<i>Prerequisite: COUN 559 or instructor's permission.</i>	
<b>COUN 557 TECHNIQUES AND EXERCISES IN GROUP DYNAMICS</b>	<b>3</b>
A structured experiential course: participating in and evaluating activities and exercises of individuals who work with small groups. Students will modify old designs and create new ones as they compile their own ideas, forms and exercises.	
<i>Prerequisite: COUN 559 or equivalent course, instructor's permission.</i>	
<b>COUN 558 CONSULTATION IN ORGANIZATIONAL DEVELOPMENT</b>	<b>3</b>
A laboratory based course which focuses on the role of the organizational consultant. Emphasis on planning, providing help and evaluating activities. Diagnostic and behavioral skills to aid individuals and groups within organizations will be developed. Designed for those considering consultation work in business, industry, government, penology, education and community organizations.	
<i>Prerequisite: COUN 559 and 568, or instructor's permission.</i>	

**COUN 559 DYNAMICS OF GROUP PROCESS****1 - 3**

A laboratory-based course for the development of group skills and understandings. Focus is on experimental learning and personal growth. Readings in human interaction theory will be related to actual group participation.

**COUN 560 MEDICAL PROBLEMS IN EDUCATION****3**

In this course the role of the educator is studied in relation to the following subject areas: childhood, chronic and contagious diseases, nutritional problems, narcotics and psychosocio-medical pathologies. The impact of health problems on the family, school and community is emphasized throughout. Required for certification in school social work.

**COUN 561 MARITAL AND FAMILY THERAPY****3**

This course focuses on the core concepts fundamental to an understanding of marital and family therapy. Emphasis is on a frame of reference for family therapy strategies and review of current research on family process and treatment. Course is intended for practitioners in the helping professions, including social workers, counselors, ministers, probation and parole officers, alcohol and drug counselors.

*Prerequisites: Core courses and approval of instructor.*

**COUN 562 SOCIAL CASE WORK I****3**

This course examines the theory and practice of social casework. Focus is on developing casework techniques in interviewing, diagnostic skills and intervention modalities. Utilizing case studies from school settings and social agencies, critical examination of major casework methods are undertaken in terms of diagnosis and functioning and intervention appropriate for the social treatment of a client - child or adult. Emphasis is on school social work, the child study team, the broad range of learning and behavioral problems, the appropriate use of casework help, the relationship between theory and practice and developing beginning skills in transferring and using knowledge appropriate to problem situations in the school and community. Required for certification in school social work.

**COUN 563 SOCIAL CASEWORK II****3**

This course is a continuation of Social Casework I on a more advanced level. It entails critical examination of major social work methods in diagnosis, social functioning and relevant intervention techniques appropriate for the social treatment of individuals. Required for certification in school social work.

*Prerequisite: COUN 562 or equivalent course.*

**COUN 564 CASEWORK WITH CHILDREN****3**

This course examines casework intervention for youthful clients. Focus is on the scope and specific goals in treating children/adolescents experiencing problems associated with the life stages. Emphasis is on the treatment and prevention of drug and alcohol abuse and other self-destructive behaviors; dysfunctional families and problem children; and knowledge of theories and application of child and adolescent development.

*Prerequisite: COUN 562 or equivalent.*

**COUN 566 GROUP LEADERSHIP 3**

Training for group workers to sharpen diagnostic and behavioral skills. Students will join an ongoing task centered group either as a member or its leader and will make a problem diagnosis, procedural plan and a method of evaluation. In-progress and final reports will be discussed.

*Prerequisite: COUN 559 or instructor's permission.*

**COUN 567 RESEARCH SEMINAR IN GROUP PROCESSES 3**

Students develop, carryout and evaluate a research project in small group processes. They work singly or in groups to investigate the application of group work to their major fields of interest.

*Prerequisite: COUN 559.*

**COUN 568 THEORIES OF CONSULTATION 3**

Problems and current practices in small group interaction, social restructuring and cultural encounter. Survey of literature on the influence of interaction on small group behaviors, learning theories, leadership, decision making, social reconstruction, value conflict and perception of self and others.

**COUN 570 COUNSELING ADULTS 3**

This course is designed to identify the special needs of adults as they seek counseling. Special attention is given to the counseling needs of college students, adults returning to academic environs, women, minority groups, the handicapped, and other adults with special needs. Case studies, field visits, and supervised practice will be basic techniques employed.

*Prerequisite: COUN 577 or instructor's permission.*

**COUN 571 PEER COUNSELING 3**

An advanced course dealing with the concept and experience of peer counseling. The development, organization, implementation, and evaluation of peer counseling programs and activities. This course involves lectures, seminars, and laboratory experiences. In laboratory, students counsel each other. In seminar, they evaluate their peer counseling activities.

*Prerequisites: COUN 559, 577.*

**COUN 572 SELF-CRITIQUING FOR IMPROVED COUNSELING COMPETENCE 3**

Presentation of a theory and system for improving one-to-one counseling through a process of self-critiquing tape recorded interviews of counseling sessions conducted by course participants. Specific counseling behaviors are identified and examined and strategies are developed leading to the attainment of individual behavioral goals.

*Prerequisite: COUN 588 or equivalent course.*

**COUN 574 COUNSELING IN AN INDUSTRIAL SETTING: EMPLOYEE ASSISTANCE PROGRAM (EAP) 3**

Course focuses on counseling in the industrial/business environment; emphasis is on a frame of reference for intervention, assessment, diagnosis, treatment and referral. Reviews the history of employee assistance programs, discusses conceptual models, strategies and tactics of counselor intervention, clarifies other important issues related to organizational and employee needs. Differences between using resources in the work place and community agencies are explored.

*Prerequisites: Core courses or instructor's approval.*



**COUN 576 ACTION METHODS IN COUNSELING****3**

Course is designed to provide an opportunity for students to experience and to develop facility with counseling methods which will enable their clients to explore the roles that they play in their daily lives and to find new and more effective ways of expressing these roles. Through the use of action-oriented techniques, students will increase their spontaneity and will be freer to unfetter creativity in others.

**COUN 577 COUNSELING THEORIES****3**

Entails a comprehensive study of the major schools of thought in psychotherapies, existentialism, Rogerian psychology, rational and motive, and psychoanalysis, among others, are studied in the context of social work, counseling, and psychological practice. Emphasis is in helping prospective human service professionals in recognizing that different theories are effective not because of their unique elements, but because in practice they include the basic common elements of all theories.

**COUN 581 COMMUNITY RESOURCES****3**

This course deals with the various agencies, industries and institutions available in the surrounding communities for use in guiding and referring clients. In addition to becoming familiar with the location and nature of these facilities students learn the techniques for arranging client interviews and visits. Class discussion and personal research are supplemented by field trips.

*Prerequisite: COUN 577.*

**COUN 582 CAREER COUNSELING****3**

Covers the principles of career guidance, use of tests and interest inventories in career guidance, sources and usage of career information, theories of career development, counseling on how to find and hold a job, and placement activities. Also includes an introduction to career education. Students will visit industries and post-secondary training.

*Prerequisite: COUN 577.*

**COUN 583 EDUCATIONAL GUIDANCE****3**

This course is concerned with the facilities available for education after high-school graduation, the problem of further training for pupils leaving school before completing high school programs of alternative education, and the academic problems of students while in school. A brief survey of colleges and college admission procedures is made.

*Prerequisite: COUN 577.*

**COUN 584 GROUP COUNSELING: THEORY AND PRACTICE****3**

Course is designed to familiarize counselors, social workers, and other practitioners with the use of group counseling methods for the facilitation of personal growth; the treatment of social and emotional disorders and the socioemotional education and enrichment of the individual. Entails examination of the historical and cultural context for group methods. Emphasis on diagnosis, group membership, group process, relevant social, psychological and educational theories in group behavior, treatment and strategies.



**COUN 587 ADMINISTRATION AND SUPERVISION OF GUIDANCE PROGRAMS 3**

Developing and administering programs of student registration, theory and techniques of scheduling, and supervisory responsibilities of the director of guidance. Coordinating guidance activities in a multi-school district or agency. Examination of current guidance practices; formation of proposals for improvement in programs where the student is working as a counselor and/or director.

*Prerequisite: COUN 577, 589 or equivalent course.*

**COUN 588 TECHNIQUES OF INTERVIEWING AND COUNSELING 3**

Included in this course are techniques applicable to the interviewing and counseling of individuals and small groups. Directive as well as client-centered approaches are utilized. Specific attention is given to techniques such as role-playing, case studies, and audio/video tape feedback.

*Prerequisite: COUN 577.*

**COUN 589 STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION 3**

The course is a study of the student personnel functions in two-year and four-year colleges. The areas to be included are: personal counseling, financial aid, dormitory management, health programs, student activities and social programs; course selection, job placement, college admission and academic retention, administration and supervision of the program.

**COUN 590 COUNSELING THE ALCOHOLIC AND THE SUBSTANCE ABUSER 3**

Describes methods of assessment, treatment planning and charting. Explains the defense structure of the substance abuser. Discusses ethical issues and counseling with special populations as well as children and adult children of alcoholics. Demonstrates individual and group counseling skills.

**COUN 591 SEMINAR IN ALCOHOLISM AND SUBSTANCE ABUSE COUNSELING 3**

Emphasizes family treatment with alcoholism and drug problems and typical effects on spouse and children. Screening, assessment, diagnosis and treatment management are explored. Crisis intervention, relapse prevention, ethical issues and special populations are discussed.

*Prerequisite: COUN 590.*

**COUN 595 MULTICULTURAL COUNSELING 3**

Students will examine the concept of culture; consider their own values; analyze American middle class norms and their relationship to the counseling profession; and study diverse multicultural viewpoints with a close look at certain specific populations. The perspective will be one of sociology/anthropology joined to the psychological/counseling approach.

**COUN 601 WORKSHOP IN EDUCATION: GUIDANCE 3**

Students will be exposed to experiences designed to reinforce previous leadership and membership skills. They will have the opportunity to develop, carry out and evaluate a project concerned with small groups. Students may work singly or in groups to carry out their project designs.

- COUN 640 THE MENTALLY IMPAIRED AND CHEMICALLY ADDICTED CLIENT 3**  
Provides concentrated study of a difficult substance abuse treatment population. Emphasized major theoretical issues drawn from recent research and clinical developments; includes consideration of assessment, treatment and after care perspectives, utilizing current approaches and specific techniques.  
*Prerequisites: COUN 450 and COUN 590.*
- COUN 641 CLINICAL SUPERVISION AND TRAINING IN ALCOHOL AND DRUG COUNSELING 3**  
Clinical supervision and training in alcohol and drug abuse counseling closely reviews the fundamentals of supervising the training that counseling interns receive in both individual and small group situations. Analyzing supervision and training issues, content and form of supervisory interactions, eliciting excellence from each candidate, ethics, modeling counseling behavior, successfully working through administrative hierarchies and organizational theory are some of the significant areas that will be explored in-depth.  
*Prerequisites: COUN 450, 454, 574, 590, 640.*
- COUN 650 RESEARCH SEMINAR AND THESIS WRITING 3**  
This course may be substituted for the Comprehensive Exam. It is available on a year-long basis, with an Incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must follow the MSU Thesis Guidelines which may be obtained from the Graduate Studies Office and consult their departmental advisor before beginning the process.
- COUN 651 STRATEGIES IN GERONTOLOGICAL COUNSELING 3**  
This course provides perspectives on gerontological counseling. Emphasis is on the physical, psychological and social factors as they influence treatment planning, strategies and techniques of counseling.  
*Prerequisites: COUN 577, 588.*
- COUN 652 COUNSELING THE FAMILY 3**  
Study of the theory and dynamics of family therapy. Leading proponents of different schools and current practice in the field will be discussed. Techniques will be illustrated to clarify concepts. Developmental stages of child, adolescent, adult and family will be addressed.  
*Prerequisite: COUN 577.*
- COUN 653 SELECTED TOPICS IN COUNSELING 3**  
This course provides counseling professionals in public, private and nonprofit settings with knowledge about current issues, developments and trends affecting their work and organizations. It will examine strategies to improve professional effectiveness and delivery of services in the face of significant changes impacting the practice of counseling.  
*Prerequisites: Nine semester hours of graduate level course work in counseling or permission of instructor.*

**COUN 654 SUPERVISED FIELD WORK IN COUNSELING 3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

*Prerequisites: 21 semester hours in master's degree program, permission of fieldwork coordinator.*

**COUN 660 SELECTED PROBLEMS IN COUNSELING HANDICAPPED PERSONS 3**

This course presents an overview of prevailing laws, attitudes, issues and practices related to the special needs of handicapped persons. Attention is given to: 1) identification and understanding of the handicapped; 2) federal and New Jersey state legislation and supportive programs; 3) life/career counseling as particularly relevant to handicapped persons of all ages; 4) issues and trends in meeting the special needs of the handicapped.

*Prerequisites: COUN 577, instructor's permission.*

**COUN 661 GROUP DEVELOPMENT LABORATORY I 3**

Seminar experiences as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and the effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

*Prerequisites: COUN 559 or equivalent course, instructor's permission.*

**COUN 662 GROUP DEVELOPMENT LABORATORY II 3**

Seminar experience as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

*Prerequisites: COUN 559, 661 or instructor's permission.*

**COUN 663 GROUP LABORATORY DESIGN 3**

This course will focus on the translation of client needs into designs for programs of experiential and cognitive learning opportunities. Students will study models of programs which have been used for colleges, schools, businesses, and other organizations. They will then discuss the theoretical aspects involved and participate in the planning, carrying out, and evaluation of current laboratories, workshops, and conferences.

*Prerequisite: COUN 559.*

**COUN 664 INDEPENDENT STUDY 1 - 3**

An opportunity to study in depth areas of human services which are not offered in the regular curriculum, under the direction of department faculty member. Semester hours determined by the department chair following consultation with departmental research committee. Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved course or seminar related to the student's special area of interest.

*Prerequisite: ELRS 503 or chairperson's permission.*



**COUN 666 ETHICAL AND LEGAL ISSUES IN COUNSELING 3**

This course will include a study of ethical theory in relation to legal and moral issues in counseling. Conflicts and value problems will be looked at. Ethical principles and specific cases facing counselor will be included. Specific problems in thinking and counseling strategies as well as marketing of services and conduct of individual counselors will be studied.

*Prerequisite: COUN 577, or instructor's permission.*

**COUN 671 THE USE OF SELF-HELP PROCEDURES IN COUNSELING 3**

This course provides students with the opportunity to review, in a laboratory setting, the vast array of self-help materials and procedures available to the general public. Through experiential application, students will become familiar with step-by-step procedures, appropriate application and evaluation of self-help materials in the counseling process.

*Prerequisites: COUN 577, 588, instructor's permission.*

**COUN 672 COUNSELING THE AGING 3**

This course deals with the long-range preventive counseling and crisis intervention in critical stages of the aging process. Covered are such topics as: job change, economic upheaval, sexuality, changing family structure, chronic illness, death and dying.

*Prerequisite: At least 1 year counseling experience or department chairperson's permission.*

**COUN 673 COUNSELING FOR SEX EQUALITY 3**

This course is designed to help students become more aware of the overt and more subtle aspects of sex inequality in our culture; the need for individual and group counseling strategies to overcome sex bias; and the development of counseling skills needed to implement these strategies.

**COUN 674 SUPERVISED FIELDWORK IN COUNSELING II 3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

*Prerequisites: COUN 654 and permission of fieldwork coordinator.*

**ELAD 509 ADMINISTRATION OF EDUCATION AND TRAINING PROGRAMS 3**

This course prepares the present or prospective administrator to manage an education or training program in a nonschool setting. Administrative theory, organizational functions, personnel and staff requirements as well as program design and development will be examined and studied. The course is designed for the educational administrator in both public and nonpublic agencies as well as in profit-making or nonprofit organizations.

*Prerequisite: One and one-half years of work experience.*

**ELAD 510 EDUCATIONAL ADMINISTRATION I 3**

Nature and dynamics of organizations from the viewpoints of social and behavioral sciences. Leadership, decision-making, conflict resolution and other theories considered in the educational setting. Impact of environmental and personal forces on organizational behavior.

*Prerequisite: One and one-half years of successful teaching under certification.*



**ELAD 512 ADMINISTRATION OF ELEMENTARY SCHOOLS 3**

Educational leadership required for effective elementary school organization and administration. Changing role of the principal, relationships with staff and students and current principles, practices and techniques with regard to scheduling, staff utilization, plant operation, student activities and school community relations.

*Prerequisite: ELAD 510*

**ELAD 513 SECONDARY SCHOOL ADMINISTRATION 3**

Special administration problems of the junior and senior high school. Recruitment of staff; scheduling of teachers, organization and school morale, and recent experiments of organizational structure. Supervision of instruction as a major function of administration. Current demands of adults in the community. How the secondary school operates in relation to the elementary school and higher education to help design education as a continuous process. Students write a paper on special administrative problems.

*Prerequisite: ELAD 510.*

**ELAD 520 SYSTEMS ANALYSIS IN EDUCATION AND TRAINING 3**

Latest techniques in operations research for educational purposes. Systems analysis techniques studied and utilized by student in an instructional, curriculum or administrative mode. Simulation techniques in classroom-oriented activities.

*Prerequisite: ELAD 510 and CURR 530.*

**ELAD 521 EDUCATION LAW 3**

Legal-theory, practical politics, relationship of school district organization to other units of government, appellate function of the state Commissioner of Education and the state Board of Education, New Jersey school laws (Title 18A of the revised statutes) and rules and regulation of the state board of education and their decisions. New Jersey school legal structure compared with that of other states.

**ELAD 522 USE OF COMPUTERS IN EDUCATIONAL ADMINISTRATION 3**

This introductory course provides for the school administrator an overview of the computer, its development and applications in education, and the nature of the computer operational requirements in an educational organization. Also included will be the elements of an educational management information system (EMIS), computer staff supervision, and use of computers in such areas as testing, record keeping, attendance and report preparation.

*Prerequisite: ELAD 510.*

**ELAD 526 SCHOOL BUSINESS ADMINISTRATION 3**

Role of school business administration in the public school. Various functions, structures and techniques of operation. Simulation techniques utilized to construct both a traditional and PPBS budget.

*Prerequisite: ELAD 510.*

**ELAD 528 FINANCIAL MANAGEMENT FOR EDUCATION/TRAINING PERSONNEL 3**

This course provides an introduction to budgets systems, financial management, general accounting procedures, and the process of reporting for training personnel. Also included will be discussions of the development of financial reports related to training, as well as experience in the use of cost-benefit analysis techniques. Financial terminology will be included in the overall course development.

**ELAD 531 PROGRAM PLANNING AND DEVELOPMENT 3**

This course provides education and training personnel with experience in the principles and techniques of designing training programs in the organizational setting. Special attention will be placed on organizational needs analysis and program development in skills areas and staff development. Students will design a total program and individual lessons for education and training efforts in a variety of simulated settings.

*Prerequisite: One and one-half years of work experience.*

**ELAD 540 SUPERVISION I 3**

School personnel as principals, coordinators and department and subject area supervisors in elementary and secondary schools. Contribution of supervisors in instruction and in supporting the professional work of classroom teachers.

*Prerequisites: Two years of teaching experience under certification and ELAD 510.*

**ELAD 542 SUPERVISORY SKILLS FOR EDUCATION AND TRAINING PERSONNEL 3**

This course provides the present and prospective education and training supervisor in a public or nonpublic, profit or nonprofit setting with instruction in course/program assessment, personnel selection procedures, staff evaluation processes, and material/equipment procurement. Also included is training manual development and use.

*Prerequisite: ELAD 509.*

**ELAD 543 THE CLINICAL SUPERVISOR 3**

Role of the supervisor in implementing clinical supervisory practices. Simulation techniques utilized to develop observation and conference techniques as well as the development of professional improvement plans.

*Prerequisites: ELAD 510, ELAD 540.*

**ELAD 545 LEADERSHIP SKILLS IN COMMUNICATION FOR THE EDUCATOR/TRAINER 3**

This course provides experience in basic leadership skills for the educator/trainer: communication skills, report writing skills, listening skills, and presentation skills. Students will prepare actual reports, presentations, and reactions, verbal and/or written, to problem situations. Audio and video taping of individual skills presentation of simulated situations will be an important component of the course. Increasing training and supervisory effectiveness through the improvement of communication skills will be the major focus of this course.

**ELAD 549 ETHICAL AND LEGAL ISSUES FOR EDUCATION AND TRAINING PERSONNEL 3**

This course provides the educator/trainer in a business setting with a theoretical and practical base in examining and analyzing ethical problems and legal aspects of training and development. Such topics as affirmative action, access to training programs, copyright laws, and employee discipline will be explained and discussed.

**ELAD 550 COMPUTER APPLICATIONS FOR COUNSELORS AND TRAINERS 3**

Course provides instruction in computers and software for both personal and program use in such professional fields as counseling, training, supervision. Emphasis will be placed on individual skills and knowledge of the computer, data processing, and information analysis. Further study will include record keeping, program applications, and software analysis in such areas as therapeutic learning programs, career awareness and development, computer-based training, and staff evaluation reporting.

**ELAD 560 WORKSHOP SEMINAR IN HIGHER EDUCATION 3**

Overview of structure and functioning. History, philosophy, sociology and politics of the college as a unique and dynamic institution in American society; Educational opportunity and the organization of higher education; open admissions; status, trends and implication; minority group youth in higher education; student initiatives for reform; faculty governance; etc.

*Prerequisite: Instructor's permission.*

**ELAD 615 SUPERVISED FIELD EXPERIENCE IN ADMINISTRATION AND SUPERVISION 3 - 6**

Students are assigned work within an educational agency, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the administrator. A written report on the activity or research paper will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

*Prerequisite: Permission of a graduate advisor. Graduate program matriculation required.*

**ELAD 616 INTERNSHIP IN EDUCATIONAL ADMINISTRATION 6**

Full semester assignment of guided work within an educational institution's administrative office. Sixth year students are eligible to choose this internship plan, but it is advised that arrangements be made for released time, at least one half time, if the internship is to be carried on in an institution where student is employed. The experience is planned to include a wide variety of administrative experiences such as locating and interviewing candidates for position, scheduling, in-service professional development, special committee leadership, projects that influence curriculum building arrangements and budgets. The sixth year student may be required to take ELAD 610 or 611 for three additional semester hours during this internship. In all cases, students will complete the research project as a part of the internship assignment.

*Prerequisite: Open only to matriculated students. Graduate advisor's permission.*

**ELAD 618 INDEPENDENT STUDY IN EDUCATIONAL ADMINISTRATION AND SUPERVISION 1 - 3**

Individual pursuit of a research topic in the area of administration or supervision, culminating in a written document of scholarly proportion and integrity. Arrangements for this course should be made with department chairperson or advisor.

*Prerequisites: Open only to advanced matriculated students in programs, with permission of department chairperson.*



- ELAD 621 SCHOOL PLANT PLANNING 3**  
 The relationship between educational facilities and educational programs. Site selection, development of educational specifications, the physical environment, selection of equipment, programming of various facilities based on curricula and community needs. Group visits to exemplary educational facilities.  
*Prerequisite: ELAD 510.*
- ELAD 622 SCHOOL FINANCE 3**  
 Current economic environment; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments and role of school fiscal structure in relation to local, state and federal governments.  
*Prerequisite: ELAD 510 and 521.*
- ELAD 624 SCHOOL PLANT MAINTENANCE AND OPERATION 3**  
 Latest techniques in the maintenance and operation of the school plant. Various specialists in specific areas of study utilized in the instructional program. Determination of work loads, formulation of job descriptions, supply storage, care of mechanical and hand tools and equipment and care of the school site. (Not offered every year.)  
*Prerequisite: ELAD 510.*
- ELAD 628 FIELD EXPERIENCE IN ADMINISTRATION 3 OR 6**  
**AND SUPERVISION FOR EDUCATORS/TRAINERS**  
 Students are assigned to a particular office, under guidance of a supervisor, to carry out certain functions of the position. A college staff member acts as coordinator and supervisor by visiting site and consulting with student, observing him in action; plans with site supervisor for improvement and evaluation of student's work. This course may be taken for 3 or 6 credits.
- ELAD 643 STAFF PERSONNEL ADMINISTRATION 3**  
**AND SUPERVISION**  
 Personnel practices and problems in current school situations. Roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff.  
*Prerequisites: ELAD 510 and 540.*
- ELAD 670 SELECTED TOPICS IN EDUCATIONAL 1 - 3**  
**ADMINISTRATION/SUPERVISION**  
 Emphasis on in-service education for practicing administrators and/or supervisors. Topics will vary in accordance with needs, concerns, or requests of school districts or professional organizations desiring service. Current problems are given priority. Credits to be dependent upon number of hours workshops and/or seminars are in session.  
*Prerequisite: For practicing administrator or supervisors only.*



# CURRICULUM AND TEACHING

*Chairperson: Dr. Richard A. Wolfson*

## MASTER OF ARTS IN TEACHING (MAT)

*MAT Coordinator: Dr. Catherine Becker*

*Graduate Advisors MAT: Dr. Catherine Becker and Dr. Jennifer Robinson*

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (MAT) and a Teaching Certificate simultaneously.

The regular program is open to students with undergraduate backgrounds equivalent to a teaching field in one of the following areas: fine arts, business education (bookkeeping and accounting, distributive education, general business education, secretarial studies), English, foreign languages (French, Spanish), home economics, industrial technology and education, mathematics, music, health and/or physical education, science, social sciences, TESL (Teaching of English as a Second Language), teacher of the handicapped, and theatre. Additional undergraduate course work in the student's teaching field may be required to meet certification standards. Students with an undergraduate liberal arts major may pursue elementary education (emphasis in early childhood education).

Upon successful completion of the program, and successful passing of the National Teacher Examination in the appropriate area as required by the state of New Jersey, the student will be recommended to the New Jersey Department of Education for a Teaching Certificate. Students interested in teaching elsewhere should seek information from the appropriate state authorities; requirements are generally similar.

Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed undergraduate or post-baccalaureate teacher certification programs must successfully complete one induction year of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey teaching certificate. Exempted from this requirement are persons who already possess a New Jersey standard certificate and are seeking an additional New Jersey certificate as well as those who are recommended for certification as Teacher of the Blind or Partially Sighted, Teacher of the Handicapped, or Teacher of the Deaf and Hard of Hearing. Persons recommended by the University for certification will receive a Certificate of Eligibility With Advanced Standing which authorizes the holder to seek and accept offers of employment in New Jersey schools and in other states. The Certificate of Eligibility is valid for the lifetime of its holder.

**Note:** Certification requirements are subject to change (see Teacher Education Programs in this catalog).

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission and matriculation for the master's degree, the applicant must complete a separate admission process to the Teacher Education Program. Admission to the University cannot be considered admission to Teacher Education.

Criteria considered for admission are:

1. Three recommendations, two of which are from college/university faculty or school administrators.
2. Verification of demonstrated competence in speech by the department of Speech Communication.
3. Cumulative undergraduate grade point average of at least 2.67 and a qualifying score on the aptitude section of the Graduate Record Examination. For those whose native language is other than English, the TOEFL Examination may be substituted.
4. Evidence of active interest in community affairs and teaching.
5. Clearance by the Student Personnel Division (For MSU BA/BS graduates only).
6. Endorsement of the Teacher Admissions Committee (of the teaching field department and also of the Department of Curriculum and Teaching).

### Advisement

Upon acceptance, the MAT advisor will develop a formal program of course work with a departmental (teaching field) advisor. Students should continue to consult with the MAT advisor every semester after acceptance. Since students' backgrounds differ, no one should take courses without advisement. The program below is the generic program and may differ in detail for individual students.

## MASTER OF ARTS IN TEACHING (MAT) DEGREE REQUIREMENTS

Prerequisites: A course in psychology and fulfillment of all requirements stipulated by the teaching field department. Unfulfilled prerequisites will be listed on the student's official work program and are considered requirements for the degree. A memorandum from the departmental teacher education advisor of the teaching field must be submitted, listing major (teaching-field) course work necessary for certification and/or the M.A.T. degree.

# M.A.T. PROGRAM

(Normal Minimum 47 semester hours)

## Semester Hours

### I. Course work in Professional Education required for certification:

Major Department Methods Course .....	3-4
CURR 500 Fieldwork in Education .....	2
CURR 599 Curricular and Social Dynamics of Schooling .....	3
EDFD 520 Development of Educational Thought .....	3
(Educational Foundations Requirement)	
Reading and/or .....	3
Critical Thinking Requirements .....	3

### Professional Semester:

CURR 402 Seminar in Professional Education .....	1
CURR 411 Supervised Student Teaching or	
CURR 414, In-Service Supervised Teaching I, II .....	8
415	
CURR 435 Effective Teaching/Productive Learning .....	3
Departmental (major) Seminar (if required) .....	1

Total Semester Hours: 29-31

### II. Courses in the Teaching Field or Related Fields:

(Some or all of these courses may be required for certification and may be required prior to the Professional Semester. Advanced Educational Psychology and a Human/Intercultural Relations course must be included if not fulfilled elsewhere. At least 6 semester hours of graduate courses in the teaching field (major) are required.)

Total Semester Hours: 12

### III. Additional Courses in Professional Education:

(May be taken after certification)

COUN 559 Dynamics of Group Processes .....	3
ELRS 503 Methods of Research .....	3

Total Semester Hours: 6

If the student has essentially achieved the objectives of part of the program, that portion of the requirements may be waived upon (1) recommendation of the MAT advisor and (2) review and approval by the Dean of the College of Education and Human Services. However, the number of graduate credits may not be reduced below 32, and other requirements of the University and Teacher Certification Program still apply.

# MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

*Director of the Institute for the Advancement  
of Philosophy for Children (IAPC): Dr. Matthew Lipman  
Director of IAPC Graduate Programs,  
Graduate Advisor: Dr. Ann Margaret Sharp*

The master's program in teaching middle school philosophy is designed for candidates who have a liberal arts degree or its equivalent. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the philosophy for children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take 36 credits in philosophy for children, educational psychology, and sociological theory. An additional ten credits enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Since the inception of this program in 1981, candidates from many foreign nations have participated in addition to students from various parts of the United States. Many of these students already held a master's degree in Philosophy before entering into this program. Among those who have successfully completed the program, some have gone on to Ph.D. programs in various universities, including the new Ph.D. Program in Philosophy for Children at Southern Illinois University; some have become Philosophy for Children coordinators in school districts; and some have become classroom teachers.

## **Certification**

Candidates may, if they choose, opt for K-12 certification in a discipline other than philosophy since philosophy is not a certifiable discipline in most states. Before beginning the degree program, the student who chooses this option should identify the discipline in which certification is to be requested upon consultation with the graduate advisor. It is the student's responsibility to contact the departmental certification advisor in that discipline to determine which courses the student will need to take in addition to the 46 graduate-credit program in teaching middle school philosophy. There is no reason why these courses could not be taken in advance of the student's residence at Montclair State. The student will also be responsible for designing a work program with the director of the IAPC graduate programs, which will secure the approval of the certifying officer of the University, the Dean of the College of Education and Human Services.



## Admission Requirements

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy and 6 credits in psychology. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

## Examinations

All candidates for the degree must pass the IAPC comprehensive examination given each year at the end of the summer terminal session. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

## REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

			Semester Hours
Summer (one month off-campus residential session)			
	PHLC 510	Teaching Philosophical Reasoning I .....	2
	PHLC 510	Teaching Philosophical Reasoning II .....	2
	PHLC 511	Teaching Philosophical Reasoning III .....	3
Fall			
	CURR 400	Teacher, School and Society .....	3
	CURR 401	Senior Field Experience .....	1
	CURR 414	In-service Supervised Teaching I .....	4
	CURR 521	Seminar: Problems of a Classroom Teacher .....	1
	EDFD 521	Contemporary Educational Thought .....	3
	PHLC 512	Value Inquiry .....	3
Spring			
	CURR 415	In-service Supervised Teaching II .....	4
	EDFD 581	Critical Thinking, Community and Self .....	3
	PHLC 513	Social Inquiry .....	3
	PSYC 560	Advanced Educational Psychology .....	3
	SOCI 560	Sociological Theory .....	3
Summer (one month, off-campus residential session)			
	PHLC 614	Scientific Reasoning .....	2
	PHLC 615	Foundations of Philosophy for Children .....	2

## COMPREHENSIVE EXAMINATION

# MASTER OF EDUCATION (M. ED.) AN INTERDISCIPLINARY DEGREE FOR CLASSROOM TEACHERS

*M.Ed Administrator and Coordinator: Dr. Catherine Becker*

*Graduate Advisor: Dr. Catherine Becker*

The Master of Education degree housed in the department of Curriculum and Teaching is designed to provide teachers with the knowledge, skills and competencies that will improve their performance in the classroom while broadening their awareness of professional issues and concerns. It is a program that is consciously designed for the classroom teacher, who is a mature student. The program focuses on the study of curriculum, pedagogy, and institutional forces that inhibit and facilitate teachers' becoming stewards of school change.

## Admission Requirements

Admission to the program is limited to active, certified teachers. Students must demonstrate required Graduate Record Examination (GRE) or Miller Analogies Test scores and a basic undergraduate grade point average of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate they are capable of completing the program. Matriculation is a two-step process. Students must demonstrate a "B" or better average in Phase I coursework for full matriculation. Persons interested in the program may secure information from Dr. Catherine Becker, Chapin Hall, Room 215.

## REQUIREMENTS FOR THE M.Ed. DEGREE

			Semester Hours
PHASE I (9 semester hours)			
CURR	530	Principles of Curriculum Development .....	3
EDFD	520	Development of Educational Thought .....	3
ELRS	580	Learning: Process and Measurement .....	3
PHASE II (12 semester hours)			
Part A (6 semester hours)			
CURR	534	Strategies for Curriculum Change .....	3
CURR	551	Problem Solving and Critical Inquiry in Curriculum Development .....	3
Part B (6 semester hours)			
COUN	559	Dynamics of Group Process .....	1-3
CURR	522	Innovations in Teaching .....	3
CURR	523	Education in the Inner City .....	3
CURR	532	Middle School Curriculum and Organization .....	3
CURR	537	The Study of Curriculum and Teaching .....	3
CURR	550	Microcomputers in Curriculum and Classroom Teaching .....	3
CURR	599	Curricular and Social Dynamics of Schooling .....	3
EDFD	540	Social Forces and Education .....	3

PHASE III (6 semester hours)		
	Graduate Subject/Correlative Electives .....	6
PHASE IV (9 semester hours)		
ELRS	503 Methods of Research .....	3
CURR	650 Transitional Seminar .....	2
CURR	670 Culminating Activity* .....	4
*Satisfies the graduate research/comprehensive examination requirement		
		TOTAL: 36

CURRICULUM AND TEACHING

Course Descriptions

	Semester Hours
<b>CURR 500 FIELDWORK IN EDUCATION</b>	<b>1 - 3</b>
This field course will expose adult students to the theoretical underpinnings of social and learning behaviors of students in public schools and the professional behaviors of teachers in the context of classrooms. Coupled with theory will be actual experiences in appropriate settings designed to provide the adult students opportunities to reflect upon, to plan for, to interact with, and to evaluate the full range of teacher activities and students activities in classroom settings.	
<i>Prerequisite: Students must be admitted to either the post-B.A. certification or MAT programs.</i>	
<b>CURR 522 INNOVATIONS IN TEACHING</b>	<b>3</b>
New media and strategies, novel teaching rules, individualized instructional programs, classroom group dynamics and experimental school organizations. Team teaching utilized where feasible. The student prepares an innovation proposal.	
<i>Prerequisite: At least one year of teaching experience.</i>	
<b>CURR 523 EDUCATION IN THE INNER CITY</b>	<b>3</b>
The urban school through the eyes of city youngsters, teachers and other educational personnel. Influences of social and economic forces: poverty, family patterns, ghetto mores, urban unrest, emergent minority leadership, school funding patterns, community agencies and school traditions. Evaluation of federal and other projects, innovative teaching and local action. Student prepares a proposal for improvement of an urban school situation.	
<b>CURR 530 PRINCIPLES OF CURRICULUM DEVELOPMENT</b>	<b>3</b>
Philosophic, social and economic forces in our society that have determined and will determine the pattern of curriculum in American education in the American public schools from K-12 grades. Accepted manner of designing such curricula and professional bodies and individuals who play leading roles in the process of curriculum design. Connection of community interest and power structures in society which are related to the professional decisions.	
<i>Prerequisite: One and one-half years of teaching experience.</i>	

- CURR 531 CURRICULUM CONSTRUCTION IN THE ELEMENTARY SCHOOL 3**  
 Reviewing and bringing up-to-date basic curriculum development concepts; curriculum construction in a modern elementary school; creating an elementary school curriculum in a specific field for one or more grade levels.  
*Prerequisite: CURR 530.*
- CURR 532 MIDDLE SCHOOL CURRICULUM AND ORGANIZATION 3**  
 Emerging curriculum of the rapidly developing middle school. Organization of pupils, instruction, media and facilities. Recent social changes and educational innovations; practices in typical middle schools; developing instructional strategies.  
*Prerequisite: CURR 530.*
- CURR 533 CURRICULUM CONSTRUCTION IN THE SECONDARY SCHOOL 3**  
 Secondary school curriculum and the needs of a changing civilization. Effective means curriculum construction  
*Prerequisite: CURR 530; majors only.*
- CURR 534 STRATEGIES FOR CURRICULUM CHANGE 3**  
 Principles and concepts from sociology, social psychology, educational administration and curriculum applied to education. Opportunity to develop change strategies for particular field settings.  
*Prerequisite: One and one-half years of successful teaching experience under certification.*
- CURR 537 THE STUDY OF TEACHING AND CURRICULUM 3**  
 The teaching process, the varieties of teaching models and metaphors, underlying philosophical considerations and the relationship between teaching and learning outcomes.  
*Prerequisite: Three years of teaching experience.*
- CURR 538 DISCIPLINE AND GROUP MANAGEMENT IN THE CLASSROOM 3**  
 Course designed to enable teachers to more effectively manage classroom behavioral problems. Classroom management will be examined as distinct from and requisite for effective instruction. Several unified managerial approaches will be studied. Course will culminate with opportunities to practice the selection and application of specific managerial techniques to a range of simulated classroom situations.  
*Prerequisite: Course in educational psychology.*
- CURR 546 EDUCATION OF THE GIFTED AND TALENTED 3**  
 Course will focus on the components necessary for planning and implementing programs for gifted and talented students: definition and identification procedures, alternative organizational patterns, curriculum design, instructional strategies and materials, teacher selection and program evaluation.  
*Prerequisite: Educational Psychology.*



**CURR 550 MICROCOMPUTERS IN CURRICULUM AND CLASSROOM TEACHING 3**

The course is designed to develop, in teachers, skills and knowledge which will help them use computers in their teaching. The skill areas are those involving word processing, data base management, and test construction. The knowledge areas include software evaluation and methods of computer based instruction-tutorials, drill and practice, simulations, games and tests.

**CURR 551 PROBLEM SOLVING AND CRITICAL INQUIRY IN CURRICULUM DEVELOPMENT 3**

This course provides an opportunity for participants to delve into the nature of problem solving and inquiry within a specific subject and apply this new knowledge to the development of a curricular product.

**CURR 599 CURRICULAR AND SOCIAL DYNAMICS OF SCHOOLING 3**

This course introduces students to the curriculum of the American School. The content of the curriculum, the organization of the curriculum and the pedagogical factors that influence it are examined. In addition, students examine the historical, political and philosophic factors that influence curriculum.

**CURR 610 INDEPENDENT STUDY IN CURRICULUM AND TEACHING 1 - 3**

An opportunity for practicing teachers to develop and implement curricula under the guidance of curriculum development specialists. Student should discuss proposal with a faculty sponsor in the department of Curriculum and Teaching and secure permission prior to registration. Especially appropriate for teachers involved in "T&E" planning.

*Prerequisite: CURR 530 Principles of Curriculum Development.*

**CURR 650 TRANSITIONAL SEMINAR 2**

This course provides participants with an opportunity to integrate major content of Phase I and set goals for remainder of program.

*Prerequisites: Phase I courses for M.Ed.; ELRS 503; matriculation in M.Ed. program.*

**CURR 654 PROFESSIONAL DEVELOPMENT MODULES I 4 - 8**

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4 - 8 credits depending upon how long it takes to develop and demonstrate required mastery.

*Prerequisites: All Phase I courses, CURR 650, COUN 559, and ELRS 503.*

**CURR 655 PROFESSIONAL DEVELOPMENT MODULES II 4 - 8**

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4 - 8 depending upon how long it takes to develop and demonstrate required mastery.

*Prerequisites: All Phase I courses, CURR 650, COUN 559, and ELRS 503.*

## **CURR 670 CULMINATING ACTIVITY**

**4**

This is the final course of the M.Ed. program. Each teacher is responsible for implementing, at a field site, the activity he/she planned in Transitional Seminar II, and then evaluating and disseminating the results.

*Prerequisites: All Phase I, II and III courses should be completed as well as ELRS 503 and CURR 650.*

# ECONOMICS

*Program Director: Dr. Harold Flint*

*Graduate Advisor: Dr. Harold Flint*

## COMBINED FIVE-YEAR BA/MA IN APPLIED ECONOMICS

The BA/MA in Applied Economics combines a strong liberal arts oriented undergraduate economics program with a distinctive graduate program in applied economics. The primary objective of this combined program is to enable students to acquire the theoretical knowledge, the research techniques and the applications experience necessary to pursue personally rewarding careers in applied economics in both the private and the public sectors. Students complement their classroom development, with an on-site professional internship experience.

### SPECIFIC OBJECTIVES

The program is designed to:

- Provide students with an institutional and theoretical understanding of the economic environment within which business and public sector decisions are made.
- Develop an understanding of the quantitative and qualitative methodologies employed by practicing economists.
- Provide specialized preparation in the application of analytical tools to business and public policy decision making.
- Provide practical field experience (internship) by placing students in businesses and/or public agencies, where, under faculty guidance and on-site supervision, they assume the responsibility of completing a significant application-oriented project.
- Develop an integration of economic theory, quantitative methods and practical applications.

### CAREER OPPORTUNITIES

Recipients of the BA/MA in Applied Economics are prepared for employment as professional economists for careers in business, government, international and domestic finance, consulting firms, and non-profit organizations. Recent survey results indicate Montclair State graduates have assumed positions such as account executive, assistant comptroller, business analyst, consumer lending officer, cost accountant, credit specialist, district manager, financial analyst, investor relations manager, methods specialist, production manager, right-of-way negotiator, risk analyst, securities trader, settlement agent, stock broker, etc.

### PROGRAM OVERVIEW

The program consists of 152 semester hours of undergraduate and graduate courses in the following areas: undergraduate general education (59 s.h.), required undergraduate

economics courses (21 s.h.), undergraduate required collateral courses (15 s.h.), undergraduate economics electives (21 s.h.) graduate required courses (18 s. h.), graduate electives (18 s.h.).

## COMBINED BA/MA IN APPLIED ECONOMICS REQUIREMENTS

	Semester Hours
I. General Education Requirements (59 semester hours)	
II. Required Undergraduate Economics Courses (21 semester hours)	
ECON 101 Principles of Economics: Macro .....	3
ECON 102 Principles of Economics: Micro .....	3
ECON 203 Economic Statistics .....	3
ECON 207 Intermediate Microeconomic Analysis .....	3
ECON 208 Intermediate Macroeconomic Analysis .....	3
ECON 420 Econometrics .....	3
ECON 438 Advanced Seminar in Economics .....	3
III. Collateral Courses (15 semester hours)	
ACCT 201 Fundamentals of Accounting I .....	3
ACCT 202 Fundamentals of Accounting II .....	3
BEOS 320 Administrative Business Communications .....	3
FINC 321 Fundamentals of Finance .....	3
MATH 113 Math for Business I: Linear Algebra* .....	3
MATH 114 Math for Business II: Calculus .....	3
<i>*MATH 113 Math for Business I is a required course; however, it is included as a component of the 59 semester hours of General Education Requirements.</i>	
IV. Economics Electives (21 s.h.)	
A minimum of 4 electives (12 semester hours) must be accomplished with 400 level courses.	
ECON 206 Managerial Economics .....	3
ECON 215 The Economics of Social Problems .....	3
ECON 250 Selected Topics in Economics .....	3
ECON 300 World Resources and Industries .....	3
ECON 301 Money and Banking .....	3
ECON 303 Economic Growth and Development .....	3
ECON 304 Public Policies Toward Business .....	3
ECON 308 Public Finance .....	3
ECON 310 Urban and Regional Economics .....	3
ECON 311 Labor Economics .....	3
ECON 312 Business Cycles and Forecasting .....	3
ECON 314 Development of Economic Thought .....	3
ECON 320 Latin American Environments and Economies in a Global Framework .....	3
ECON 398 Economic Independent Study .....	3
ECON 401 Financial Institutions .....	3
ECON 402 International Economics .....	3
ECON 403 Comparative Economic Systems .....	3



ECON 404	Interdependence in the Global Economy .....	3
ECON 405	Economic Development of Sub-Saharan Africa .....	3
ECON 407	Economics of Industrial Organization .....	3
ECON 410	Computer Applications in Economics and Finance .....	3
ECON 419	Economics of Energy and Environmental Policy .....	3
ECON 497	Economics Independent Study .....	3
<b>V. Required Graduate Courses (18 semester hours)</b>		
ECON 521	Applied Econometrics .....	3
ECON 542	Economic Fluctuations and Forecasting .....	3
ECON 560	Economic Internship** .....	3
ECON 561	Internship Treatise** .....	3
ECON 590	Reading Seminar in Applied Economics .....	3
INFO 502	Operations Research .....	3
<p><i>**In the fifth year students will be required to complete an internship and a post-internship treatise. Students who demonstrate ability and express an intention to pursue a doctoral degree in economics would be advised to take ECON 501 and ECON 505 instead of two of the graduate electives and would be given the option of substituting a comprehensive M.A. thesis for the internship and post-internship treatise. Whether enrolled in the internship or thesis option, all students must pass a written comprehensive exam in order to complete the program (ECON 590 Reading Seminar in Applied Economics.).</i></p>		
<b>VI. Graduate Economics Electives (9 semester hours)</b>		
Select 3 courses from the following list:		
ECON 502	Financial Institutions and Monetary Policy .....	3
ECON 503	Economic Problems of the Third World .....	3
ECON 508	Economics of Public Management .....	3
ECON 510	Urban Economics: Problems and Policy .....	3
ECON 533	Corporations and International Financial Markets .....	3
ECON 541	Foundations of Economic Thought .....	3
ECON 543	United States and the International Economy .....	3
ECON 544	Government and Business .....	3
ECON 545	Economics of Labor .....	3
ECON 550	Technical Change and International Competition .....	3
<b>VII. Graduate Electives (9 semester hours)</b>		
Select 3 courses from the following list:		
ACCT 502	Managerial Accounting .....	3
INFO 531	Business Models .....	3
FINC 551	Investments, Portfolios and Security Analysis .....	3
FINC 552	International Financial Policy .....	3
FINC 553	Financial Derivatives .....	3
MGMT 505	Management Process and Organizational Behavior .....	3
MKTG 501	Fundamentals of Marketing .....	3
MKTG 594	Marketing Research and Information Systems .....	3
MKTG 595	Marketing Management .....	3
		<b>Total Semester Hours: 152</b>

## ADMISSION TO THE PROGRAM

Admission into the program consists of a three step process. As undergraduates, students first declare themselves as Economics majors. The second step occurs at the end of the junior year, when students apply for advanced undergraduate status. The final step occurs in the second semester of the senior year, when students apply for graduate matriculated status.

### Undergraduate Economics Major Status

Entering first year undergraduate students and first year undergraduate students currently enrolled in Montclair State may declare an undergraduate Economics major and use their freshman through junior years to accomplish the General Education Requirements and the above noted undergraduate required economics courses, undergraduate required collateral courses, and undergraduate economics electives.

### Advanced Undergraduate Status in Applied Economics

Student may apply for advanced status at the end of the second semester of their junior year. Requirements for advanced status include:

- a. Completion of 100 semester hours of course work.
- b. Cumulative GPA of 3.0
- c. A GPA of 3.0 in the major courses.
- d. Positive recommendation from the Program Admissions Committee.

Students who are granted advanced status will be allowed to carry a total of 9 semester hours of graduate courses in their senior year. Students who are not granted advanced undergraduate status in applied economics would have the following options:

- a. Complete the standard requirements for a BA degree in Economics.
- b. Complete the standard requirements for a BA degree in Economics with a concentration in Business Economics.
- c. Apply for admission into the School of Business and, if accepted, complete the requirements for a BS degree in Business Administration in any of the concentrations offered by the School.

### Graduate Matriculated Status in Applied Economics

Students apply for graduate status in the applied economics program during the second semester of their junior year. Although standardized tests are not required, the Admissions Committee will provide an evaluation of the candidate to the Graduate Studies Office. Requirements for graduate matriculated status in the BA/MA Applied Economics program include:

- a. A cumulative GPA of 3.0
- b. A GPA of 3.0 in the major courses.
- c. A positive recommendation from the Admissions Committee and approval of the Graduate Studies office.

Students who are not granted graduate matriculated status would retain the options available to those who do not receive advanced undergraduate status (c.f., the above section titled Advanced Undergraduate Status in Applied Economics).

### Transfer Students

Undergraduate transfer students (including MSU change of majors, MSU undeclared students and transfers from community colleges with AA degrees) may be considered

for admission into the program provided they meet the transfer and admission standards for entry as economics majors and also meet the academic standards for admission into the BA/MA program. Undergraduate transfer students who are deficient in required economics and/or required allied courses will be evaluated on a case by case basis so that deficiencies can be remedied promptly. As program planning is essential, all interested students should consult with the Program Director early in their undergraduate career.

Graduates of four year colleges with a degree in economics who meet the graduate admission standards of the University may be admitted into the MA component of the BA/MA program. However, if such students are considered deficient in some subject matter areas (e.g., not having accomplished the equivalent of ACCT 201, ACCT 202, FINC 321, etc.) they will be required to take certain courses prior to commencing graduate studies.

Graduates of four year colleges with a degree in a subject matter other than economics are not admitted to the graduate component of the BA/MA Applied Economics program. Such students should consider the Master of Arts in Social Science degree with a concentration in Economics. Information on this program may be obtained from Montclair State's Graduate Studies Office or from the Department of Economics and Finance.

# ECONOMICS

## Course Descriptions

	Semester Hours
<b>ECON 501 ECONOMIC ANALYSIS</b>	<b>3</b>
The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.	
<b>ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY</b>	<b>3</b>
Analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.	
<i>Prerequisite: ECON 501</i>	
<b>ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD</b>	<b>3</b>
A survey of major economic problems of the Third World; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.	
<i>Prerequisite: ECON 501.</i>	



**ECON 505 AGGREGATE ECONOMICS 3**

This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models, the course examines current research and reviews the economy's recent macroeconomic performance.

*Prerequisite: ECON 501.*

**ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision making processes of government. Alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

*Prerequisite: ECON 501.*

**ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

*Prerequisite: ECON 501.*

**ECON 521 APPLIED ECONOMETRICS 3**

This course is aimed at applied research using econometric techniques. This course will provide the necessary theoretical and practical aspects of econometrics. In addition, students will be required to complete a working paper as a demonstration of their ability to gather data, choose and apply an appropriate econometrics model and finally prepare their findings.

*Prerequisites: ECON 203 and 420 or instructor's permission.*

**ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them.

*Prerequisite: ECON 501.*

**ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; and the uses and limitations of economic theory.

*Prerequisite: ECON 501.*

**ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod-Domar model and other modern theories of growth.

*Prerequisite: ECON 505.*



**ECON 543 UNITED STATES AND THE INTERNATIONAL ECONOMY 3**

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

*Prerequisite: ECON 505.*

**ECON 544 GOVERNMENT AND BUSINESS 3**

The evolution of government influences on the functioning of the American economy; the causes and consequences of government regulation and control, and the importance of economic analysis in the foundation of public policies.

*Prerequisite: ECON 501.*

**ECON 545 ECONOMICS OF LABOR 3**

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits, and industrial peace.

*Prerequisite: ECON 501.*

**ECON 550 TECHNICAL CHANGE AND INTERNATIONAL COMPETITION 3**

This course will discuss the theory of productivity and technical change in the context of the declining performance of U.S. manufacturing. It will focus attention on the nature of international competition and its effects on manufacturing productivity growth in the U.S. Based on the analysis, a tentative set of policy suggestions will be offered for restructuring the U.S. manufacturing sector and strengthening its competitive base.

*Prerequisites: ECON 203 and 207 or ECON 501.*

**ECON 560 ECONOMICS INTERNSHIP 3**

In conjunction with ECON 561, this course is the initial course of a two course internship sequence. The purpose of ECON 560 is to integrate the student's educational experience with an off-campus, business or public sector, professional experience with an off-campus, business or public sector, professional experience. In addition to applying their economic education to specific problems, the internship also provides each student with an opportunity for enhanced personal growth and professional awareness.

*Prerequisites: ECON 521, ECON 542, FINQ 542 and a total of 12 s.h. of additional graduate courses with a minimum graduate grade point average of 3.0; and the approval of the BA/MA economics internship advisor are required.*

**ECON 561 INTERNSHIP TREATISE 3**

The post-internship treatise course provides the opportunity for the student to integrate their formal education and their internship experience in order to develop a treatise on a specific aspect and application of economic theory. This is the second course in the internship sequence.

*Prerequisites: Complete ECON 560 with a minimum grade of B; and the approval of the BA/MA economics internship advisor required.*

**ECON 575 INDEPENDENT STUDY IN ECONOMICS****1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA director must be secured prior to enrolling in this course when taken in the MBA program. Written permission of the department chair and the instructor must be secured prior to enrolling in this course when taken in the MA program in Social Science, concentrating in Economics, or the BA/MA in Applied Economics.*

**ECON 577 SELECTED TOPICS IN ECONOMICS****3**

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**ECON 590 READING SEMINAR IN APPLIED ECONOMICS****3**

Required of all candidates in the BA/MA Applied Economics program. This seminar entails directed independent study in preparation for a three (3) hour written comprehensive examination.

*Prerequisite: Fully matriculated, approval of program director, no more than 9 s.h. outstanding, a cumulative GPA of 3.0 and a cumulative GPA of 3.0 in graduate Economics courses.*

# EDUCATIONAL FOUNDATIONS

*Chairperson: Professor Myrna Danzig*

The Department of Educational Foundations has the dual responsibility of serving established educational programs while developing new approaches toward their improvement through philosophical, psychological, sociological, historical and comparative studies, as well as through educational theory and research. In keeping with these professional responsibilities, the department offers the M.Ed. concentrations in Critical Thinking and Philosophy for Children as well as the foundation courses in educational philosophy, educational sociology (including issues of gender, race and class), research measurement, and evaluation methodology for the preparation and professional development of teachers and other educators.

## MASTER OF EDUCATION, CONCENTRATION IN CRITICAL THINKING

*Graduate Advisor: Dr. Wendy Oxman*

The Master of Education (M.Ed.), concentration in Critical Thinking is housed in the Department of Educational Foundations, College of Education and Human Services at Montclair State University, under the leadership of the Dean. The concept of critical thinking is used as a focal point for an analysis of schooling in America, the relationship between the schools and the broader social system, and the theoretical basis for pedagogical decisions. Recognizing the importance of improving classroom practice of teachers enrolled in the program, strong emphasis is placed on understanding the theoretical underpinnings of critical thinking from a philosophical, historical, social, and political perspective, and a consideration of the implications for classroom practice. Improvements in classroom practice of teachers enrolled in the program are developed from these implications.

### GOALS

- a. To develop an understanding of the philosophical, historical, social, and political origins of the concept of teaching for critical thinking and the implications for current school practice.
- b. To develop an understanding of the basic concepts and ideals that underlie critical thinking as a school goal.
- c. To develop an understanding of research and evaluation especially as they relate to the improvement of teaching.
- d. To strengthen teachers' existing curricular planning and pedagogical strategies so that critical thinking objectives can be achieved.
- e. To develop the ability to engage in a critical analysis of educational issues and the professional knowledge base of teachers.

## ADMISSION AND MATRICULATION

Admission to the M.Ed. program is limited to certified teachers. Applicants must demonstrate required Miller Analogies Test scores and a basic undergraduate GPA of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate that they are capable of completing the program. An applicant who wishes to enroll in courses in the program prior to matriculation may be permitted to register for six credits by presenting proof of an undergraduate degree or teaching certification.

Graduation requirements are the completion of 39-48 semester hours as outlined, including a culminating activity.

## REQUIREMENTS FOR THE MASTER OF EDUCATION, CONCENTRATION IN CRITICAL THINKING

	<b>Semester Hours</b>
<b>I. Core M.Ed. Courses.....</b>	<b>18</b>
COUN 559 Dynamics of Group Processes .....	3
CURR 530 Principles of Curriculum Development .....	3
CURR 534 Strategies for Curriculum Change .....	3
EDFD 520 Development of Educational Thought .....	3
EDFD 540 Social Forces and Education .....	3
ELRS 503 Methods of Research .....	3
<b>II. Concentration Required Courses .....</b>	<b>9</b>
EDFD 548 Crucial Issues in American Education .....	3
EDFD 550 Critical Thinking and Learning .....	3
EDFD 670 Culminating Activity Project in Critical Thinking .....	3
<b>III. Specialization Courses, selected from such courses as: .....</b>	<b>9</b>
CURR 635 Research Seminar in Curriculum Construction .....	3
EDFD 551 Critical Thinking and Moral Education .....	3
EDFD 552 Critical Thinking and Contemporary Educational Issues .....	3
READ 507 Understanding Reading Comprehension .....	3
READ 508 Critical Thinking and Literacy .....	3
READ 600 Workshop in Contemporary Issues in Reading .....	1-3
<b>IV. Content Field Courses: .....</b>	<b>3-9</b>
In addition, students must complete 3-9 semester hours, as determined by an advisor, in content field(s), e.g., science, English, history, foreign language, etc.	
Courses are to be selected in consultation with the advisor.	

**Total Semester Hours for M.Ed. with the concentration in  
Critical Thinking ..... 39-48**



# MASTER OF EDUCATION, CONCENTRATION IN PHILOSOPHY FOR CHILDREN

*Director of the Institute for the Advancement*

*of Philosophy for Children (IAPC): Dr. Matthew Lipman*

*Director of IAPC Graduate Programs,*

*Graduate Advisor: Dr. Ann Margaret Sharp*

The master's program in philosophy for children is designed for candidates who have a liberal arts degree or its equivalent with a background in philosophy. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the philosophy for children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take course work in philosophy for children, educational psychology, and social theory. Additional course work enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Students from many foreign nations participate in the program in addition to students from various parts of the United States. United States citizens without teaching certification apply for the M.A.T. with a concentration in Teaching Middle School Philosophy. Many of these students already hold a master's degree in Philosophy. Among those who successfully complete the program, some will go on to Ph.D. or Ed.D. programs at various universities. Some will become Philosophy for Children coordinators in school districts; and some will become classroom teachers.

## **Admission Requirements**

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

## **Examinations**

All candidates for the degree must pass the IAPC comprehensive examination. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

# REQUIREMENTS FOR THE MASTER OF EDUCATION, CONCENTRATION IN PHILOSOPHY FOR CHILDREN

			Semester Hours
Summer (one month off-campus residential session)			
	PHLC 508	Teaching Philosophical Reasoning I .....	2
	PHLC 509	Teaching Philosophical Reasoning II .....	2
Fall			
	CURR 530	Principles of Curriculum Development .....	3
	CURR 534	Strategies for Curriculum Change .....	3
	EDFD 520	Development of Educational Thought .....	3
	PHLC 511	Teaching Philosophical Reasoning III .....	3
	PHLC 512	Value Inquiry .....	3
Spring			
	COUN 559	Dynamics of Group Process .....	3
	EDFD 550	Critical Thinking and Learning .....	3
	ELRS 503	Methods of Research .....	3
	PHIL 426	Seminar in Philosophy .....	3
	PHLC 513	Social Inquiry .....	3
Summer (one month, off-campus residential session)			
	PHLC 614	Scientific Reasoning .....	2
	PHLC 615	Foundations of Philosophy for Children .....	2

## COMPREHENSIVE EXAMINATION

Total semester hours: 38

## EDUCATIONAL FOUNDATIONS

### Course Descriptions

		Semester Hours
<b>EDFD 520</b>	<b>DEVELOPMENT OF EDUCATIONAL THOUGHT</b>	<b>3</b>
Intensive study of philosophic assumption from classical to modern schools of thought as they relate to educational theory and practice. Realism, idealism, and naturalism with emphasis upon significant contributions from Plato, Aristotle, Epicurus, Locke, Rousseau, Aquinas and others will be analyzed in light of current issues.		
<b>EDFD 521</b>	<b>CONTEMPORARY EDUCATIONAL THOUGHT</b>	<b>3</b>
Critical evaluation of schools of philosophy which have contributed to educational thought in modern times; pragmatism, progressivism, existentialism, perennialism, reconstructionism, and others. Current trends and problems; principles underlying educational theory and practice.		

**EDFD 540 SOCIAL FORCES AND EDUCATION 3**

Examination of various facets of society that have impact on the educational system: economic, political, social, ethnic and religious forces as they relate to problems of educational systems. Field studies included.

**EDFD 548 CRUCIAL ISSUES IN AMERICAN EDUCATION 3**

A study of the origin, development, and status of very specific crucial issues in the field of education. Such topics as: race, class and gender and their effects on school life and curriculum, multicultural education, violence in schools, teenage pregnancy, school funding and the education of teachers, etc. will be considered.

**EDFD 550 CRITICAL THINKING AND LEARNING 3**

This course provides an introduction to critical thinking as an educational goal. Students will consider the nature of critical thinking and its implications for educational objectives and student learning, and engage in its practice. Students will examine classroom practices through which critical thinking can be developed, including questioning strategies and evaluation procedures.

**EDFD 551 CRITICAL THINKING AND MORAL EDUCATION 3**

The course offers a critical thinking framework for moral education. Approaches to moral education through critical thinking will be explored including those of Lipman, Siegel and Paul. These will be seen within the perspective of alternative and complementary approaches including values clarification, moral developmentalism, and cultural transmission models. Students will be helped to identify occasions for moral education throughout the curriculum and to design interventions and curriculum materials to strengthen the moral judgment of their pupils.

**EDFD 552 CRITICAL THINKING AND CONTEMPORARY  
EDUCATIONAL ISSUES 3**

Critical thinking is a reform movement in education that reflects sociological, political, and philosophical issues. Writers, including Freire, Greene, Paul, Siegel and Lipman, have advocated a critical response to educational policy viewed within the context of social and political forces. The course will examine these views and analyze their role in relation to current trends and attitudes as reflected by thinkers such as Hirsch and Bloom and the various reports that have exemplified the current evaluation of recent education.

**EDFD 565 WOMEN AND EDUCATION IN AN  
INTERNATIONAL PERSPECTIVE 3**

A course designed to study the relationship between the education received by women and their socio-political and economic conditions in various countries throughout the world.  
*Prerequisite: Undergraduate degree.*

**EDFD 566 INTERNATIONAL EDUCATION 3.0**

Students are introduced to the work of international education agencies such as UNESCO, the Institute for International Education, and campus groups that focus on international students. Readings are in the field of international education with supplementary readings in social sciences that provide a context. Each student is required to involve himself with the work of an international agency as a culminating activity.



- EDFD 581 CRITICAL THINKING, COMMUNITY AND SELF 3**  
 Attention will be given to the basic technique of forming classroom communities of inquiry through the study of the broad historical tradition of educational philosophy from Plato to Passmore. Particular attention will be given to philosophers who have dealt with the nature of reflection, thinking skills, ethical inquiry, pedagogical methods, children's rights, dialogue, community, personhood, and the general aims of education.
- EDFD 670 CULMINATING ACTIVITY PROJECT 3**  
**IN CRITICAL THINKING**  
 The final course in the M.Ed. Program, Concentration in Critical Thinking, this individualized learning experience involves each graduate student in the planning and execution of a complex critical thinking project, in consultation with the course instructor. Each student must relate critical thinking to his/her own on-going professional responsibilities, as well as prepare a formal evaluation of the results. A descriptive and evaluative report are required, as is the dissemination of the results through a conference presentation or publishable article.
- ELRS 503 METHODS OF RESEARCH 3**  
 Theory and methods of historical, descriptive, and experimental research; formulation of a research problem; use of bibliographical sources and reference materials; statistics and measurement in research; types and instruments of research; data collection, and analysis. Writing the research report, and career opportunities in research.
- ELRS 553 SELECTED TOPICS IN CRITICAL THINKING 3**  
 This course will focus on particular areas of application, theoretical dispute, and/or procedural issues as they apply to teaching for critical thinking.  
*Prerequisite: EDFD 550.*
- ELRS 578 TESTING AND EVALUATION 3**  
 Principles and practices of educational and psychological testing and evaluation relevant to professionals in human services, communication sciences and disorders, education, and related fields. Historical/philosophical orientation; place of testing in instructional and remedial programs; statistical concepts underlying measurement; validity, reliability, response set; construction of tests and measurement instruments; evaluation and interpretation of testing data; use and misuse of testing data; reporting data to students, parents and colleagues; critical analyses of selected standardized intelligence, ability and personality tests; experimental tests and measurement instruments. Course project geared to individual student needs.
- ELRS 580 LEARNING: PROCESS AND MEASUREMENT 3**  
 Study of the learning process and its measurement as it applies in the classroom and non-school settings.
- ELRS 603 SEMINAR IN RESEARCH 3**  
 Carry out a research project-historical, descriptive, or experimental in nature-culminating in a written report.  
*Prerequisite: ELRS 503 or equivalent course.*



Designed for individuals who, in consultation with advisor, wish to undertake an in-depth analysis of a specific research problem.  
*Prerequisite: Permission of advisor.*

## INSTITUTE FOR THE ADVANCEMENT OF PHILOSOPHY FOR CHILDREN

### Course Descriptions

	Semester Hours
<b>PHLC 508 TEACHING PHILOSOPHICAL REASONING I</b>	<b>2</b>
This course aims to acquaint teachers with reasoning skills that are employed in everyday conversation, reading, listening and writing, so as to prepare them to think more reasonably and judiciously.	
<b>PHLC 509 TEACHING PHILOSOPHICAL REASONING II</b>	<b>2</b>
This course aims to assist teachers to operationalize reasoning skills while at the same time utilizing certain aspects of philosophy of language, aesthetics and epistemology for the enhancement of writing skills.	
<b>PHLC 511 TEACHING PHILOSOPHICAL REASONING III</b>	<b>3</b>
The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills.	
<i>Prerequisite: PHLC 510.</i>	
<b>PHLC 512 VALUE INQUIRY</b>	<b>3</b>
Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.	
<b>PHLC 513 SOCIAL INQUIRY</b>	<b>3</b>
This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and the social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.	
<i>Prerequisites: PHLC 508, 509 and 511.</i>	
<b>PHLC 614 SCIENTIFIC REASONING</b>	<b>2</b>
This course aims at familiarizing students with a variety of reasoning skills that are useful in scientific inquiry, while at the same time teaching them how to create a cognitive readiness in children to do science.	

This course focuses on the educational relationship between children and thinking. It aims to assist students to understand the role of ideas in children's learning, the ways in which children can be encouraged to deliberate with regard to ill-defined conceptual issues, and to assist students to understand the relationship of Philosophy for Children to critical and creative thinking.

# ENGLISH AND COMPARATIVE LITERATURE

*Chairperson: Dr. Daniel Bronson*  
*Graduate Advisor: Dr. Monika M. Elbert*

In the master's program in literature, the student will study individual authors and their works intensively, while developing a broader understanding of literary periods, themes, and types. Students are expected to demonstrate the ability to participate in sophisticated scholarly discourse, both orally and in writing. Within the total 33 semester hours of course work, one of four emphases may be chosen: British literature to 1745; British literature 1745 to the present; American literature; or comparative literature . In addition, courses are offered in such special topics as film and the teaching of composition, literature, and basic writing.

The program serves as continuing training for in-service teachers and as preparation for doctoral-level work, as well as intellectual enrichment for students who wish to develop a deeper understanding of literature for its own sake. A significant number of M.A. graduates have, in recent years, gone on to the doctoral programs at major universities. Others have found the program to be both useful and enhancing to careers in business.

## ADMISSION REQUIREMENTS

Candidates for matriculation in the Master of Arts program of this department must show a B average or better in their undergraduate work and a score of not less than 500 (Verbal) on their Graduate Record Examinations. Most applicants will have majored in literature (English, comparative, or foreign) at the undergraduate level. However, students with strong academic credentials may apply even if they do not have the recommended background in literature. The graduate advisor will interview each candidate for the program regarding his or her scholastic record and intellectual or professional goals. Students admitted to the Graduate Program in English and Comparative Literature must take at least one course in each academic year in order to maintain matriculation. Exceptions may be made upon application to the departmental Graduate Program Coordinator.

Non-matriculated students must obtain the approval of the departmental Graduate Program Coordinator in order to enter graduate courses in English and Comparative Literature.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENGLISH AND COMPARATIVE LITERATURE

- I. Distribution of course work
  - A. British and American Literature
    - 1. Seminar in Literary Research (to be taken near the beginning of the program) ..... 3
    - 2. ENLT 514 Theoretical Approaches to Literature ..... 3

3. Thesis Writing (to be taken at the end of the program) ..... 3
4. An emphasis in one of three major areas as follows: ..... 9
  - a. British literature to 1745
  - b. British literature from 1745 to the present
  - c. American literature
5. To be distributed evenly among the remaining two major areas and the area of comparative literature ..... 9
6. Electives ..... 6

Minimum: 33 semester hours

- B. Comparative Literature. In cooperation with other divisions in the School of Humanities and Social Sciences, the department offers students who have superior command of a foreign language (usually French or Spanish) the opportunity to carry out an emphasis in comparative literature.

Courses are focused on the interrelationships among literatures. Significant authors, ideas, movements, and literary types in different ages and cultures are selected for comparison. (N.B: Comparative literature courses, prefixed ENLT, are open to all students, regardless of their emphasis. Lectures and readings are in English.)

1. Seminar in Literary Research (to be taken near the beginning of the program) ..... 3
2. Thesis Writing (to be taken at the end of the program) ..... 3
3. An emphasis in comparative literature ..... 9
4. French or Spanish literature ..... 9
5. To be distributed evenly among the three major areas of British and American literature ..... 9

Minimum: 33 semester hours

## II. Foreign Language Requirement

Students are not required to demonstrate a reading knowledge of a foreign language; however, the department provides students with the opportunity to demonstrate such competency by examination in case they wish to present this credential when they apply for admission to doctoral programs. Examinations may normally be given in French, German, Italian, Russian, and Spanish. Other languages may be offered with the approval of the department. Testing arrangements should be made with the graduate advisor.

## III. Comprehensive Examination

All candidates for the master's degree must pass a three-hour written comprehensive examination. The examination is designed to test critical ability and familiarity with major works of British, American, and foreign literature as well as selections in literary criticism. Students must complete at least three-quarters of their course work before taking the comprehensive examination, and must pass the examination before registering for Thesis Writing.

The comprehensive examination is based on a reading list compiled by a committee of graduate faculty. The list includes the four major areas of literary study (see Distribution of Course Work, above). By April or September of the



semester preceding the semester in which the examination will be taken, students should inform the graduate advisor of their intentions. The reading list will be sent to them four months before the exam will be taken.

Check with the Graduate Advisor for dates of the comprehensive examination and for revisions to the program.

## ENGLISH AND COMPARATIVE LITERATURE

### Course Descriptions

#### BRITISH LITERATURE TO 1745

#### Semester Hours

##### **ENGL 500 OLD ENGLISH LITERATURE 3**

Specimens of Old English prose and poetry are read in the original language and studied for an appreciation of their literary art. No previous study of Old English is required. The first half of the course is spent on grammar and pronunciation, using prose from the chronicles and other works as examples. Oral recitation is required of all students. Poetry is studied in the second half of the course. Topics include the oral-formulaic tradition, the verse types, and the mixture of Christian and pagan themes characteristic of the literature.

##### **ENGL 505 CHAUCER 3**

An intensive study of the Canterbury Tales and other works against their literary and social backgrounds, with special attention to Chaucer's language and to the procedures of Chaucerian scholarship. No previous study of Middle English is required.

##### **ENGL 508 SHAKESPEARE STUDIES: TRAGEDIES 3**

Shakespeare's tragic drama against a background of classical and Medieval theories of tragedy, and in relation to the practice of his contemporaries. Consideration is given to Shakespeare's use of plot sources and to Elizabethan theories of rhetoric.

##### **ENGL 509 SHAKESPEARE STUDIES: COMEDIES 3**

Shakespeare's comic art in the light of comic theory and practice from Aristotle to the present. Areas of analysis include Shakespeare's use of Roman and native English comedy, his language, characters, and sources, and the traditions of Shakespearean criticism.

##### **ENGL 510 SHAKESPEARE STUDIES: HISTORIES 3**

A study of the ten English history plays. Shakespeare's use of historical sources and variations from historical fact are examined carefully. Attention is given to scholarship, criticism, and production of the history plays.

##### **ENGL 511 ELIZABETHAN AND JACOBAN DRAMA 3**

A comprehensive view of the period of the apex of English drama, from 1550 to the closing of the theaters in 1642. Major works by Elizabethan and Jacobean dramatists other than Shakespeare are studied in the light of Medieval English drama and the new Renaissance theories of Shakespeare's contemporaries. Attention is given to changes in subject matter, tone, dramaturgy, and staging during the latter part of the period.

- ENGL 515 SEVENTEENTH CENTURY LITERATURE: POETRY 3**  
 The poetry of Donne, Jonson, Herbert, Marvell, and Milton, supplemented by historical and intellectual background and by selections from the work of Vaughan, Traherne, Crashaw, Herrick, Suckling, Lovelace, Carew, and Cowley. Stylistic categories such as the metaphysical the classical, and the meditative are considered in the light of a close critical analysis of the major poetry.
- ENGL 516 SEVENTEENTH CENTURY LITERATURE: PROSE 3**  
 English prose between the Elizabethan period and the age of Queen Anne, including the development of prose style and the origins of the short narrative, of scientific writing, and of modern literary criticism. Authors include Milton, Pepys, Bunyan, Walton, Burton, Bacon, Brown, and Aubrey.
- ENGL 518 MILTON 3**  
 Paradise Lost, Paradise Regained, Samson Agonistes, and some of the minor works are analysed intensively. Styles, themes, and techniques are considered in the light of Milton's life and the political and religious controversies of his times. The poetry is also studied in terms of its relation to Milton's Italian and classical models, his Elizabethan masters, and his contemporaries.
- ENGL 521 THE AUGUSTAN AGE 3**  
 The literature of the Restoration and early eighteenth century in its cultural contexts. Topics include criticism and aesthetics, satire, the new nature poetry, and the relationship between literary forms and philosophical and critical ideas. Emphasis on the works of Dryden, Swift, Pope, Gay, Addison and Steele, and Thomson.
- ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**  
 The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

### **BRITISH LITERATURE 1745 - PRESENT**

- ENGL 529 BRITISH ROMANTICISM I: 3**  
**WORDSWORTH AND COLERIDGE**  
 The poetry of the two most important writers of the first generation of the Romantic movement in England. Emphasis is placed on the significance of their poetry in terms of the poets' own personal experience and in the context of the age of democratic and industrial revolution.
- ENGL 530 BRITISH ROMANTICISM II: 3**  
**BYRON, SHELLEY, AND KEATS**  
 The major works of the second-generation Romantics are studied in relation to the experience of their lives and the movements of their time. Attention is also given to their letters and critical writings.
- ENGL 532 VICTORIAN STUDIES II: NOVEL 3**  
 The Victorian novel in its historical and cultural contexts, with emphasis on the responses of the most vital art form of the age to the unprecedented changes in English life that took place during the era. Works by Thackeray, Trollope, Dickens, the Brontes, Eliot, and others.

**ENGL 533 VICTORIAN STUDIES III: POETRY 3**

The course concentrates on the major mid-Victorian poets, Tennyson, Browning, and Arnold, and to a lesser extent on their successors among the pre-Raphaelites, the aesthetes, and the rhymers.

**ENGL 535 HARDY, JOYCE, AND LAWRENCE 3**

An examination of the fiction of these three writers with special attention to the ways in which their work illuminates the transition to modern fiction, demonstrates the relation between literary consciousness and society, and illustrates the cultural phenomenon of the artist repudiated by society.

**ENGL 540 THE MODERN BRITISH NOVEL 3**

Innovations in characterization, narrative technique, and theme under the impact of major twentieth-century political, economic, and cultural developments. Works by Forster, Huxley, Waugh, Orwell, Greene, Amis, Murdoch, Lessing, and others.

**ENGL 542 THE IRISH RENAISSANCE 3**

The Irish contribution to twentieth-century literature and aesthetic theory, specifically to that brand of experimentation, individualism, and internationalism associated with the idea of the modern. Special attention to W.B. Yeats, James Joyce, J.M. Synge, Sean O'Casey, and Frank O'Connor.

**ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

**AMERICAN LITERATURE**

**ENGL 550 STUDIES IN EARLY AMERICAN LITERATURE 3**

All major and several minor American writers of the seventeenth and eighteenth centuries are studied within several contexts: literary, religious, philosophical, and political. Topics include the development of American literature 1620-1800; the effects of puritanism and deism; the concept of the American Dream; the originality of the founding fathers; and the extent to which modern American literature and culture reflect the colonial heritage.

**ENGL 555 AMERICAN ROMANTICISM 3**

An exploration of the Romantic movement in America with particular emphasis on transcendentalism. Works by Emerson, Thoreau, Whitman, Irving, Cooper, and Bryant.

**ENGL 556 POE, HAWTHORNE, AND MELVILLE 3**

An intensive examination of the writings of the three "Dark Romantics" of the American Renaissance, set against their biographical backgrounds and the literary and historical contexts in which they worked.

**ENGL 557 AMERICAN REALISM 3**

The development of American realistic fiction, with emphasis on the works of Twain, Howells, and James in relation to their literary heritage and to their social milieu.



**ENGL 560 MODERN AMERICAN FICTION 3**

After a brief examination of late nineteenth-century realism, the major writers of the twentieth century (up to World War II) are studied with special attention to the critical attitudes of the period and to related scholarship. Authors include Dreiser, Stephen Crane, Sherwood Anderson, Hemingway and Faulkner.

**ENGL 561 MODERN AMERICAN POETRY 3**

Beginning with background material on late nineteenth-century poetry, the course examines selected major modern poets. The changing scene in modern poetry is noted, and the reading of contemporary poets is included. Works by Hart Crane, Hilda Doolittle, T.S. Eliot, Robert Lowell, Ezra Pound, Wallace Stevens, and others.

**ENGL 563 RECENT AMERICAN FICTION 3**

Fiction of approximately the last thirty years in the context of American culture and the traditions of American fiction. The course analyzes the characteristics of theme, technique, and sensibility that form the basis of a writer's response to the ambiguities of life in the contemporary world. Works by Bellow, Mailer, Roth, Oates, Updike, Didion, O'Connor, Walker, Godwin, Brautigan, Ellison, Baldwin, and others.

**ENGL 564 AMERICAN DRAMA 3**

The major American playwrights, such as Eugene O'Neill, Thornton Wilder, Arthur Miller, and Tennessee Williams, are placed in the perspective of their contemporaries and of traditions of the American stage.

**ENGL 598 INDEPENDENT STUDY OF AMERICAN LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

**COMPARATIVE LITERATURE**

**ENLT 513 LITERARY CRITICISM FROM 1800 TO THE PRESENT 3**

The break from classical theory (notably by the Romantics) and the search, principally in our own day, for new definitions of the nature and function of literature. Throughout the course, critical theory is related to the history, art, and principal writings of each period. *Prerequisite: ENLT 512 or instructor's permission.*

**ENLT 514 THEORETICAL APPROACHES TO LITERATURE 3**

This course is an in-depth study of late 19th and 20th century theoretical approaches to literature and issues of representation. Critical methodologies to be studied will include: Formalism, Structuralism, Post-Structuralism, Historical Materialism, Psychoanalysis, Feminism, Post-Colonialism and New Historicism. Students will study literary and/or filmic texts along with the critical theories. Does not fulfill the Comparative Literature requirement.

**ENLT 515 ANCIENT TRAGEDY 3**

Selected plays of Aeschylus, Sophocles, Euripides, and Seneca in English translation; origins of Greek and Roman Tragedy; religion and myth in tragedy; Aristotelian criticism; stage production; the influence of ancient tragedy on modern literature.



**ENLT 565 IBSEN, STRINDBERG, AND SHAW 3**

Intensive study of three great modern playwrights with an emphasis on dramatic theory and criticism, social context, and literary/theatrical values.

**ENLT 570 THE MODERN NOVEL 3**

Selected works by European, English, and Latin American masters, illustrating the evolution of the novel during the twentieth century. Works by James, Proust, Kafka, Dos Passos, Woolf, Gide, Mann, Hesse, Stein, Beckett, and others.

**ENLT 571 TRENDS IN THE CONTEMPORARY NOVEL 3**

A study of eight to twelve novels written since 1950 in English, French, German, Spanish, and Italian. The selections will be distributed evenly among the languages. Emphasis will be upon literary trends common to the contemporary novel regardless of the language in which it is written. Representative authors include Fowles, Ellison, Cortazar, Garcia Mar'quez, Goytisolo, Sollers, Duras, Böll, Frisch, and Moravia.

**ENLT 572 MODERN MOVEMENTS IN THE ARTS: 3**  
**FUTURISM THROUGH SURREALISM**

A comparative and interdisciplinary course in the theory and practice of modernism in literature, music, and the visual arts in Europe, the United States, and Latin America. The specific objectives are to explore the origins, the development and the influence of four major movements in the modern arts: futurism, expressionism, Dada, and surrealism.

**ENLT 577 FILM STUDIES 3**

On a rotating basis, different cultural, historical, and aesthetic aspects of American, British, or world film will be examined. See current announcement. Students may repeat Film Studies so long as the topic is different each time.

**ENLT 599 INDEPENDENT STUDY IN 3**  
**COMPARATIVE LITERATURE**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate advisor program coordinator and of the project supervisor required before registration.

**ENGLISH EDUCATION**

**ENGL 581 TEACHING WRITING 3**

In a workshop format, secondary school and college teachers of writing explore current theory and practice in the teaching of writing. Participants develop instructional materials based on sound theory.

**ENGL 582 TEACHING BASIC WRITING 3**

The basic writer has severe difficulties with the language, conventions, and mechanics of academic writing and is therefore usually placed in "remedial" courses in high school and college. This course explores the social, educational, and linguistic causes of these students' problems, and helps secondary school and college teachers to develop a coherent approach to basic writing instruction. In the course of the semester, the teachers also create and share practical teaching techniques.

## SEMINARS

### **ENGL 600 SEMINAR IN BRITISH LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the British seminar so long as the topic is different each time.

### **ENGL 601 SEMINAR IN AMERICAN LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the American seminar so long as the topic is different each time.

### **ENLT 602 SEMINAR IN COMPARATIVE LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the Comparative Seminar so long as the topic is different each time.

### **ENLT 605 SEMINAR IN LITERARY RESEARCH: COMPARATIVE FOCUS 3**

An introduction to the principal methods of scholarly and critical inquiry practiced in the practice in the discipline of comparative literature.

*Prerequisite: Comparative literature majors only. Instructor's permission required.*

## WRITING SEMINAR

### **ENWR 590 GRADUATE WRITING SEMINAR 3**

Developing writing skills in one or more of the following: essay, business report, technical report, scholarly research, autobiography, fiction, drama, poetry.

*Prerequisites: Submission of writing samples and instructor's permission.*

## REQUIRED COURSES

### **ENGL 605 SEMINAR IN LITERARY RESEARCH 3**

Instruction and practical experience in such areas as reference sources, textual study, kinds of criticism, and the basics of editing. Recommended for the first or second semester of graduate study.

### **ENGL 606 THESIS WRITING 3**

Working closely with a research advisor, the student conducts a scholarly investigation and completes an acceptable master's thesis.

# ENVIRONMENTAL STUDIES

*Chairperson: Dr. Jonathan M. Lincoln*

*Graduate Advisor: Dr. Harbans Singh*

The Master of Arts degree in Environmental Studies offers concentrations in Environmental Education, Environmental Health, Environmental Management, and Environmental Science. Each of these concentrations is designed for professional careers. Environmental Education serves the needs of teachers; Environmental Health serves the need of health professionals; Environmental Management serves government and business leaders; and Environmental Science serves industry. The program is administered by the Department of Earth and Environmental Studies. The facilities of the New Jersey School of Conservation, operated by the University at Stokes State Forest, are available as an additional resource for the study of the natural environment.

## ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Students with weak undergraduate preparation for environmental studies will be required to complete prerequisite courses at the undergraduate level and/or appropriate graduate level.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENVIRONMENTAL STUDIES

(minimum 32-33 semester hours)

### CONCENTRATION IN ENVIRONMENTAL EDUCATION\*

			Semester Hours
I.	Required Courses .....		9
	CNFS 500 Curriculum Development in Environmental Education (a field practicum) .....		3
	or		
	CURR 534 Strategies for Curriculum Change .....		3
	CNFS 610 Administration and Supervision of Environmental Field Study .....		2
	CNFS 620 Field Laboratory Experiences in Administration and Supervision of Environmental Field Study .....		1
	ENVR 509 Environmental Change and Communication .....		3
II.	Research Courses .....		6-9
	Select one methods course:		
	ELRS 503 Methods of Research .....		6
	or		
	ENVR 503 Methods in Environmental Research .....		3

Select one research option:

CNFS 601	Advanced Environmental Education Seminar .....	2
and		
CNFS 621	Field Laboratory Experience in Environmental Education .....	1
or		
ENVR 695	Research Project in Environmental Studies .....	3
or		
ENVR 697	Thesis .....	6

III. Field Courses ..... 6

Select a minimum of 6 semester hours from the following list:

BIOL 430	Field Ornithology .....	3
BIOL 521	Field Studies of Flowering Plants .....	3
CNFS 460	Practicum in Environmental Education .....	3
CNFS 470	Introduction to Wilderness Stewardship .....	2
CNFS 471	Fundamentals of Wilderness Leadership .....	3
CNFS 472	Training for Wilderness Leaders .....	5
CNFS 495	Workshop on Utilizing Natural Environments .....	1
CNFS 496	Field Study in Humanities and Natural Science .....	1
CNFS 497	Field Studies in Social Studies and Outdoor Recreation .....	1
CNFS 501	Outdoor Teaching Sites for Environmental Education (must be taken with CNFS 521) .....	2
CNFS 502	American Heritage Skills .....	2
CNFS 504	Field Techniques for Teaching the Humanities .....	3
CNFS 505	Society and the Natural Environment (must be taken with CNFS 525) .....	2
CNFS 510	Environmental Impact of Recreation on Natural Areas .....	2
CNFS 511	Field Investigation of Environmental Impact on Natural Areas .....	1
CNFS 521	Field Laboratory Experience in Outdoor Teaching Sites for Environmental Education (must be taken with CNFS 505) .....	1
CNFS 522	Field Laboratory Experience in American Heritage Skills .....	1
CNFS 525	Field Laboratory Experience in Society and the Natural Environment (must be taken with CNFS 505) .....	1
CNFS 601	Advanced Environmental Education Seminar (must be taken with CNFS 621) .....	2
CNFS 621	Field Laboratory Experience in Environmental Education (must be taken with CNFS 601) .....	1
GEOS 480	Field Study in Geoscience .....	4
GEOS 580	Field Geology .....	4
PHMS 490	Field Methods in the Marine Sciences .....	2

IV. Natural Science Courses ..... 6-7

BIOL 570	Ecology .....	3
or		
BIOL 595/CNFS 595	Conservation Biology .....	3
GEOS 502	Dynamic Earth .....	4
or		
GEOS 525	Environmental Geoscience .....	3



## V. Electives

Select a minimum of 3 semester hours from the following list:

ANTH 411	Archaeological and Field Methods .....	3
ANTH 534	Anthropology and Education .....	3
CNFS 503	Humanities and the Environment .....	3
CNFS 530	Workshop in Wildlife Management Education .....	1
CNFS 609	Independent Study in Environmental Curriculum Development .....	1-4
CURR 503	Principles of Curriculum Development .....	3
CURR 534	Strategies for Curriculum Change .....	3
EDFD 540	Social Forces and Education .....	3
ENVR 410	Environmental Law .....	3
ENVR 505	Human Environment .....	3
ENVR 508	Environmental Problem Solving .....	3
ENVR 531	Independent Study in Environmental Studies .....	1 - 4
ENVR 551	Natural Resource Management .....	3
GEOS 501	Air Resource Management .....	3
GEOS 509	Water Resource Management .....	3
GEOS 530	Paleoecology .....	3
GEOS 560	Advanced Marine Geology .....	3
HLTH 502	Determinants of Environmental Health .....	3
HLTH 532	Air Pollution .....	3
HLTH 565	Foundations of Epidemiology .....	3
SOCI 565	Sociology of Youth .....	3

## VI. Comprehensive Examination

*\*No more than 15 semester hours may be taken from any one subject area.*

### CONCENTRATION IN ENVIRONMENTAL HEALTH

I.	Required courses .....	18
	BIOL 570 Ecology .....	3
	ENVR 508 Environmental Problem Solving .....	3
	ENVR 509 Environmental Change and Communication .....	3
	HLTH 502 Determinants of Environmental Health .....	3
	HLTH 603 Research Project in Health .....	3

II.	Required Electives .....	12
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A minimum of 6 semester hours from elective areas A and B each.

#### A. Health Services Area

HLTH 500	Health Aspects of Family Living .....	2
HLTH 516	Selected Developments in Community Health .....	3
HLTH 528	The Evaluation of Health .....	3
HLTH 530	Health Issues Seminar .....	3
HLTH 531	Independent Study in Health .....	3
HLTH 535	History and Foundations of Health I .....	3
HLTH 536	History and Foundations of Health II .....	3
HLTH 565	Foundations of Epidemiology .....	3

B. Life Sciences Area		
BIOL	531	Medical Parasitology ..... 3
BIOL	543	Advances in Immunology ..... 3
BIOL	553	Microbial Ecology ..... 4
GEOS	509	Water Resource Management ..... 3
HLTH	531	Independent Study in Health ..... 3
HLTH	532	Air Pollution ..... 3
III.	Electives ..... 3	
IV.	Comprehensive Examination	

## CONCENTRATION IN ENVIRONMENTAL MANAGEMENT

I.	Required Courses ..... 15	
	BIOL	570 Ecology ..... 3
	ENVR	508 Environmental Problem Solving ..... 3
	ENVR	509 Environmental Change and Communication ..... 3
	ENVR	610 Seminar in Environmental Management ..... 3
	EUGS	521 Research Methods ..... 3
II.	Required Electives ..... 12	
	A minimum of 6 semester hours from elective areas A and B each	
	A. Scientific Data and Concepts Area	
	ANTH	411 Archeological Field Methods ..... 3
	CHEM	411 Water Analysis and Purification ..... 3
	ENVR	410 Environmental Law ..... 3
	ENVR	531 Independent Study in Environmental Studies ..... 1 - 4
	EUGS	405 Computer Mapping
	or	
	GEOS	405 Computer Mapping ..... 3
	GEOS	525 Environmental Geoscience ..... 3
	HLTH	502 Determinants of Environmental Health ..... 3
	PHMS	581 Coastal Geomorphology ..... 4
	PSYC	556 Environmental Psychology ..... 3
	B. Policy-making, Analysis and Management Area	
	ECON	501 Economic Analysis ..... 3
	ECON	508 Economics of Public Management ..... 3
	ECON	510 Urban Economics: Problems and Policy ..... 3
	ENVR	505 Human Environment ..... 3
	ENVR	531 Independent Study in Environmental Studies ..... 1 - 4
	ENVR	551 Natural Resource Management ..... 3
	EUGS	550 Urban Studies and Policy Analysis ..... 3
	GEOS	501 Air Resource Management ..... 3
	GEOS	509 Water Resource Management ..... 3
	GEOS	513 Waste Management ..... 3
	PSYC	553 Urban Psychology ..... 3
III.	Electives ..... 6	
IV.	Comprehensive Examination	

## CONCENTRATION IN ENVIRONMENTAL SCIENCE

I.	Required courses .....	15
	BIOL 570 Ecology .....	3
	GEOS 525 Environmental Geoscience .....	3
	GEOS 575 Geochemistry .....	3
	GEOS 658 Seminar in Environmental Graphics .....	3
	HLTH 502 Determinants of Environmental Health .....	3
II.	Required Electives .....	12
	A minimum of 6 semester hours from elective areas A and B each	
	A. Bio-ecology Area	
	BICL 505 Bacteriological Techniques in Marine Sampling .....	2
	BIOL 430 Field Ornithology .....	3
	BIOL 467 Biology of the Fishes .....	4
	BIOL 521 Field Studies of Flowering Plants .....	4
	BIOL 522 Plant Pathology .....	3
	BIOL 531 Medical Parasitology .....	3
	BIOL 532 Insect Ecology and Behavior .....	3
	BIOL 543 Advances in Immunology .....	3
	BIOL 550 Topics in Microbiology .....	4
	BIOL 553 Microbial Ecology .....	4
	BIOL 571 Physiological Plant Ecology .....	4
	BIOL 572 Ecology of the Estuary .....	4
	BIOL 573 Benthic Ecology .....	4
	PHMS 565 Tidal Marsh Ecology .....	4
	B. Physical Environment Area	
	CHEM 411 Water Analysis and Purification .....	3
	CHEM 570 Advanced Biochemistry .....	3
	GEOS 509 Water Resource Management .....	3
	GEOS 530 Paleocology .....	3
	GEOS 537 Biostratigraphy of New Jersey .....	3
	GEOS 560 Advanced Marine Geology .....	3
	GEOS 571 Geophysics .....	3
	GEOS 573 Nuclear Geophysics .....	3
	HLTH 532 Air Pollution .....	3
	PHMS 581 Coastal Geomorphology .....	4
III.	Electives .....	6
IV.	Comprehensive Examination	

### Note:

1. Electives for all these concentrations may be added by the college. The advisor should be contacted before any are selected by the student.
2. It is the student's responsibility to file for the comprehensive examination with the departmental advisor. At that time, information will be given concerning the nature and scope of the examination.

# EARTH AND ENVIRONMENTAL STUDIES

## Course Descriptions

	Semester Hours
<b>ENVR 503 METHODS IN ENVIRONMENTAL RESEARCH</b>	<b>3</b>
Formulation of the research problem, use of bibliographical sources and reference material organizing the research tests and measurements, analysis of data, and report writing.	
<b>ENVR 505 HUMAN ENVIRONMENT</b>	<b>3</b>
Discussion of population in relation to the physical environment; objectives and skills of numerous culture groups will be examined to clarify existing regional variations in the man-land relationship.	
<b>ENVR 508 ENVIRONMENTAL PROBLEM SOLVING</b>	<b>3</b>
The purpose of this course is to train students to define environmental problems, develop their skills in solving these problems, as well as commitment to work toward their solution. Each lesson consists of student preparation of reading selected articles, classroom orientation, field trips, and the student-instructor follow-up. Field trip topics include pedestrian/vehicle conflict, school site development, plants as a city resource, urban/rural recreation, sign ordinances, transportation and similar topics.	
<b>ENVR 509 ENVIRONMENTAL CHANGE AND COMMUNICATION</b>	<b>3</b>
Prepare students as professional environmentalists: communication and journalism strategies, theory of persuasion, and roles as catalyst, solution giver, process helpers, and resource person.	
<b>ENVR 531 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES</b>	<b>1 - 4</b>
Student must develop statement of goals and phasing for completion, prior to consultation with instructor.	
<b>ENVR 550 ENVIRONMENTAL EDUCATION</b>	<b>3</b>
Foundations of environmental education-historical, theoretical and conceptual. Includes models, gaming encounters, and teaching strategies.	
<b>ENVR 551 NATURAL RESOURCE MANAGEMENT</b>	<b>3</b>
Provide background in natural resource management; wildlife, fisheries, forests, water and related components of spaceship earth. Includes field trips.	
<b>ENVR 610 SEMINAR IN ENVIRONMENTAL MANAGEMENT</b>	<b>3</b>
This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.	
<i>Prerequisites: ENVR 501, 502 or instructor's permission.</i>	
<b>ENVR 695 RESEARCH PROJECT IN ENVIRONMENTAL STUDIES</b>	<b>3</b>
To complete the research proposal initiated in the research methods course.	
<i>Prerequisites: EUGS 521 or ENVR 503 or ELRS 503, instructor's permission.</i>	



**ENVR 697 THESIS 6**

Preparation and defense of a thesis in environmental studies.

*Prerequisite: Approval of the department chairperson, the graduate advisor, and the faculty thesis advisor.*

**EUGS 504 PRO-SEMINAR 1 - 4**

Research on selected problems which will vary according to instructor.

**EUGS 510 URBAN SYSTEMS ANALYSIS 3**

The complexity of the city and its modification by means of planning, the systems approach to urban study, the ecological base, different models of urban systems, the impact of technological change, the hierarchy of urban regions, planning in the existing systems, and creating new ones.

**EUGS 511 URBAN AND REGIONAL PLANNING 3**

Urban and regional planning analyzes planning goals at an integral level. Urban and regional planning are rooted in the need to anticipate social and economic change in space and how it needs to be organized to enhance the functions of the physical plant and conserve the habitat twenty and more years into the future. Data gathering and analysis, graphic presentation and model building are an integral part of the course.

**EUGS 512 TRANSPORTATION ANALYSIS AND PLANNING 3**

Transportation analysis addresses such diverse subject matter as technological change in the transportation media, transportation and energy, degree of accessibility, passenger trip generation by kind, commodity flows, transportation and spatial order, and transportation planning as part of urban and regional planning.

**EUGS 521 RESEARCH METHODS 3**

Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

**EUGS 550 URBAN STUDIES AND POLICY ANALYSIS 3**

Interdisciplinary study of urbanization, the processes that produce and shape urban agglomerations. From this holistic perspective the interaction of different social, cultural economic, political and planning forces examined for their impact upon the resulting system.

**EUGS 551 THE METROPOLITAN ECONOMY 3**

The spacing, location and size of cities, the role of transportation in city rhythms and intra and inner city relationships. Urban design planning juxtaposed with multi-faceted decision making processes for an examination of their relative position in the management of urban systems.

**EUGS 600 THESIS 4**

**EUGS 603 READING SEMINAR IN GEOGRAPHY AND URBAN STUDIES 2**

Required of all master's degree candidates concentrating in Geography and Urban Studies. This semester entails directed independent study in preparation for a 3-hour written comprehensive examination.

**EUGS 610 URBAN STUDIES SEMINAR 3**

The seminar is designed to analyze the contents and the concepts to formulate a holistic view of the city. Benchmark papers and research frontiers will be investigated.

**GEOS 501 AIR RESOURCE MANAGEMENT 3**

Spatial distribution of energy in the atmosphere treated in terms of natural factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.

**GEOS 502 THE DYNAMIC EARTH 4**

Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture, 2 hours lab.)

*Prerequisites: Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)*

**GEOS 509 WATER RESOURCE MANAGEMENT 3**

The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed.

*Prerequisite: ENVR 501.*

**GEOS 513 WASTE MANAGEMENT 3**

This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.

**GEOS 525 ENVIRONMENTAL GEOSCIENCE 3**

In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture.)

*Prerequisite: Graduate standing in either the environmental studies-physical or geoscience program or instructor's permission.*

**GEOS 530 PALEOECOLOGY 3**

Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab.)

*Prerequisite: Course in invertebrate paleobiology.*

**GEOS 532 MICROPALAEOBIOLOGY 4**

Taxonomic, morphologic, paleoecologic and stratigraphic consideration of microfossils with special emphasis on those from the marine environment. (3 hours lecture; 2 hours lab.)

*Prerequisites: GEOS 431 or BIOL 130 or instructor's permission.*

**GEOS 537 BIOSTRATIGRAPHY OF NEW JERSEY 3**

The geologic history, paleontology, stratigraphy and paleogeography of New Jersey. Required field trips. (2 hours lecture; 2 hours lab.)

*Prerequisite: GEOS 530 or instructor's permission.*

**GEOS 538 SEDIMENTARY PETROGRAPHY 4**

The interpretative study of the structures, textures, composition and genesis of sedimentary rocks. Laboratory analyses of sediments and sedimentary rocks by optical, mechanical and chemical methods and the graphical representation of the resultant data. (Three hours lecture; two hours lab.)

*Prerequisites: GEOS 434 Stratigraphy and GEOS 545 Optical Mineralogy.*

**GEOS 543 ADVANCED MINERALOGY 3**

Chemical and physical principles as applied to minerals. Detailed study of representative minerals from the various families. Advanced techniques will be performed by the student. Field trips. (2 hours lecture; 2 hours lab.)

*Prerequisite: Course in mineralogy.*

**GEOS 545 OPTICAL MINERALOGY 4**

Theory and practice of using the polarizing microscope to study and identify minerals; theory of light transmission in minerals; the practical effect. Required field trips. (3 hours lecture; 2 hours lab.)

*Prerequisite: Course in mineralogy.*

**GEOS 546 PETROGRAPHY 4**

Rock textures, structures and mineralogy using the polarizing microscope. Identification and classification of rocks and the origin and history of the rock as determined by microscopic study of thin sections. Required field trips. (3 hours lecture; 2 hours lab.)

*Prerequisites: Course in petrology and optical mineralogy.*

**GEOS 560 ADVANCED MARINE GEOLOGY 3**

Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips.

*Prerequisites: Courses in physical geology and one 400 course in marine geology or oceanography.*

**GEOS 571 GEOPHYSICS 3**

Theory and application of conventional geophysical methods: seismology, magnetism, electricity and gravity. Laboratory includes the collection and interpretation of geophysical data. Field trips.

*Prerequisites: Courses in physical geology and College Physics II and Calculus A.*

**GEOS 572 TECTONICS 3**

The study of the major structures of the earth, the principle of isostasy, mountain-building, continental drift, sea-floor spreading, and possible causes of tectonism in the earth. Discussion will include the methods of study, results obtained, interpretation of the data, and the latest theories of tectonism.

*Prerequisites: Courses in physical geology and College Physics II.*



**GEOS 575 GEOCHEMISTRY 3**

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes) study of meteorites. Required field trips. (3 hours lecture.)

*Prerequisites: General Chemistry, Petrology.*

**GEOS 578 IGNEOUS AND METAMORPHIC GEOLOGY 4**

The interpretive study of igneous and metamorphic rocks in detail with the aim of properly identifying and naming the rocks and interpreting their history: rock suites from classical areas. Required field trips. (3 hours lecture; 2 hours lab.)

*Prerequisite: GEOS 444 Petrology.*

**GEOS 580 FIELD GEOLOGY 4**

The principles and techniques of geologic field work. Independent and team mapping of local areas of geologic interest using modern field methods and instruments. (3 hours lecture, 2 hours lab.)

*Prerequisites: 12 hours of 400-level geoscience.*

**GEOS 590 RESEARCH SEMINAR 3**

Student field, laboratory, and library investigation of a problem in the area of his or her interest in geoscience, the results of which will be presented in oral and written form. Class discussion of the individual papers and of other pertinent topics of current interest in geoscience.

*Prerequisite: Matriculation for the M.S. degree in geoscience or permission of geoscience faculty.*

**GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE 1-4**

Independent research project to be performed by the student under the guidance of the faculty.

*Prerequisite: Matriculation for the M.S. degree in geoscience or permission of geoscience faculty.*

**GEOS 594 RESEARCH IN GEOSCIENCE LITERATURE 1**

Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.

*Prerequisite: Advanced standing as a Geoscience graduate student.*

**GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS 3**

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements as well as for public presentation, will be developed by each student as a culminating research project.

*Prerequisites: At least 12 hours of graduate credits in environmental science or with permission of the instructor.*

**GEOS 695 THESIS 4**

In-depth field, laboratory and library investigation of a problem in the area of the student's interest in geoscience; results will be presented in oral and written form culminating in a written thesis.

*Prerequisite: Matriculation for the M.S. degree in Geoscience.*



**PHMS 565 TIDAL MARSH ECOLOGY 4**

Salt marsh development and physiography; community structure, energetics, and inter-relationships. The role of salt marshes in estuarine and marine systems. The impact of man on the marsh. Offered at New Jersey Marine Sciences Consortium.

*Prerequisites: Degree in biology including coursework in marine biology.*

**PHMS 566 ECOLOGY OF THE ESTUARY 4**

Emphasis is placed upon the important biotic, chemical and physical parameters of New Jersey's estuaries. An underlying theme is the evolution and successional trends of estuarine communities. Ecology of individual communities is studied by field trips to Delaware Bay shore and to some Atlantic coastbays, marshes and off-shore barrier islands. Also offered at the N.J. Marine Sciences Consortium.

*Prerequisites: One year of chemistry, BIOL 121, 130, instructor's permission.*

**PHMS 581 COASTAL GEOMORPHOLOGY 4**

Coastlines and their evolution; processes and materials of the coastal zone; shore zone hydrodynamics and sedimentation; beach and barrier systems with special emphasis on the New Jersey shoreline - offered at the site of the New Jersey Marine Sciences Consortium.

*Prerequisites: 12 semester hours of geoscience including Geomorphology or instructor's permission.*

**PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES 1-4**

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

*Prerequisite: Graduate standing in natural or social science and permission of the departmental graduate advisor.*

# FINE ARTS

*Chairperson: Prof. John Czerkowiec*

*Graduate Advisor: Dr. Dorothy Heard*

The graduate program in Fine Arts allows for a concentration in Studio and Art History. Areas of specialization in Studio are: painting, sculpture, photography, cinematography, drawing, ceramics, printmaking, fiber arts and jewelry. Areas of specialization in art history are: Medieval, Northern Renaissance, Italian Renaissance, Baroque, Neo-classical, Nineteenth Century and Twentieth Century.

## ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Applicants to the Fine Arts Department are required to take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Eligibility for matriculation for a concentration in Studio or Art History requires either an undergraduate degree in fine arts or the equivalent as determined by the art department. Advice concerning all requirements, including art history requirements, dates of portfolio reviews, and suggested portfolio contents may be obtained from the department's graduate advisor.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FINE ARTS

### CONCENTRATION IN STUDIO

	Semester Hours
I. Required Courses (12 Semester Hours):	
ARST 600 Seminar in Art I: Contemporary Art and Aesthetics .....	3
ARST 610 Seminar in Art II: Graduate Project .....	3
Art History (400-600 level) (to be selected with the approval of the graduate advisor) .....	6
II. Specialization (15 semester hours):	
Studio courses 500-600 level with at least 12 semester hours in one studio area (to be selected with the approval of the graduate advisor) .....	15
III. Free Electives .....	6
IV. Final Oral Examination and Graduate Project Review:	
Information concerning this requirement may be obtained from the graduate advisor.	
Minimum semester hours .....	33

## CONCENTRATION IN ART HISTORY

	Semester Hours
I. Required Courses (9 semester hours):	
ARHS 503 Graduate Resources and Methods of Research in the Arts .....	3
ARHS 600 Master's Thesis I .....	3
ARHS 610 Master's Thesis II .....	3
II. Art History Seminars .....	6
III. Art History Electives .....	12
To be selected with the approval of the graduate advisor.	
Courses may be chosen from ARHS 400 level (maximum 9 semester hours), ARHS 500-600 level courses, as well as ARST 600, ARGS 553 and ARGS 653 by approval of advisor.	
IV. Free Electives .....	6
Fine Arts courses or courses in other departments. Subjects pertinent to the candidate's concentration in art history are recommended, such as: photography, drawing, painting, sculpture, history, literature, religion, philosophy. To be se- lected with approval of the graduate advisor.	
V. Final Oral Examination and Thesis Defense.	
Information concerning this requirement may be obtained from the graduate advisor.	
Minimum semester hours: .....	33

## FINE ARTS

### Course Descriptions

	Semester Hours
<b>ARCE 500 GRADUATE CERAMICS:</b>	<b>3</b>
POTTERY AND SCULPTURE I	
Experimentation with the potter's wheel; handbuilding methods of forming; further experimentation with clay compositions, glazes and methods of firing. Advanced students will be responsible for developing craftsmanship and a personal idiom.	
<i>Prerequisites: Instructor's permission; undergraduate experience .</i>	
<b>ARCE 510 GRADUATE CERAMICS:</b>	<b>3</b>
POTTERY AND SCULPTURE II	
Continuation of ARCE 500. Taken serially.	
<i>Prerequisites: ARCE 500; instructor's permission.</i>	
<b>ARCE 600 GRADUATE CERAMICS:</b>	<b>3</b>
POTTERY AND SCULPTURE III	
Continuation of ARCE 510. Taken serially.	
<i>Prerequisites: ARCE 510 or undergraduate experience in ceramics, portfolio, and approval of instructor.</i>	

- ARCE 610 GRADUATE CERAMICS: POTTERY AND SCULPTURE IV** **3**  
Continuation of ARCE 600. Taken serially. May be repeated for a maximum of nine credits.  
*Prerequisites: ARCE 600 or undergraduate experience in ceramics, portfolio, and approval of instructor.*
- ARDW 501 GRADUATE LIFE DRAWING I** **3**  
Advanced problems in drawing based upon a study of the human figure.
- ARDW 511 GRADUATE LIFE DRAWING II** **3**  
Continuation of ARDW 501. Taken serially.  
*Prerequisite: ARDW 501.*
- ARDW 601 GRADUATE LIFE DRAWING III** **3**  
Continuation of ARDW 511. Taken serially.  
*Prerequisite: ARDW 511.*
- ARDW 611 GRADUATE LIFE DRAWING IV** **3**  
Continuation of ARDW 601. Taken serially. May be repeated for a maximum of nine credits.  
*Prerequisite: ARDW 601.*
- ARED 501 CONTEMPORARY VIEWPOINTS IN ART EDUCATION** **3**  
A study of art literature which influences art educators in their teaching. Readings will be in papers and books selected from philosophy, sociology, psychology and aesthetics which deal primarily with various classifications within the discipline. The practical implementation with the educational setting, will be analytically discussed.
- ARED 502 ADVANCED CURRICULUM CONSTRUCTION IN ART EDUCATION** **3**  
For students with interest in curriculum construction or revision, both in the elementary and secondary programs. Evaluation of curricular materials in use in New Jersey and throughout the country in terms of principles of curriculum construction.
- ARED 505 SUPERVISION AND EVALUATION IN ART EDUCATION** **3**  
Supervisory methods and techniques for the experienced art teacher. Current and analogous supervisory data will be included. Will be based on state criteria and ways of evaluating from creative viewpoints.
- ARFI 500 GRADUATE FORM IN FIBER I** **3**  
Designing with simple and four harness floor looms in a variety of techniques and materials. Taken serially.  
*Prerequisites: Permission of instructor.*
- ARFI 510 GRADUATE FORM IN FIBER II** **3**  
Primary emphasis on designing with simple and four harness table and floor looms. A variety of techniques and materials. Taken serially.  
*Prerequisite: ARFI 500 or instructor's permission.*
- ARFI 522 GRADUATE DECORATION OF FABRICS I** **3**  
Survey course in all aspects of fabric embellishment; tie-dye, batik, blockprint, tritik discharge, silkscreen printing, 3M matrix, etc. Taken serially.  
*Prerequisite: Permission of the department.*



- ARFI 524 GRADUATE OFF-LOOM TEXTILES I 3**  
Development of forms through a variety of off-loom techniques used singly or in combination. Taken serially.  
*Prerequisites: Majors only, permission of the department.*
- ARFI 532 GRADUATE DECORATION OF FABRICS II 3**  
Continuation of ARFI 522. Taken serially.  
*Prerequisite: ARFI 522, permission of the department.*
- ARFI 534 GRADUATE OFF-LOOM TEXTILES II 3**  
Continuation of ARFI 524. Taken serially. Fabric embellishment which was begun in graduate Decoration of Fabric I, II, III.  
*Prerequisite: ARFI 524.*
- ARFI 580 GRADUATE PROBLEMS IN TEXTILE RESEARCH 3**  
The effect of centuries of textile traditions on the modern fiber artist.  
*Prerequisite: Permission of the department.*
- ARFI 600 GRADUATE FORM IN FIBER III 3**  
Continuation of ARFI 510. Taken serially.  
*Prerequisite: ARFI 510, instructor's permission.*
- ARFI 610 GRADUATE FORM IN FIBER IV 3**  
Continuation of ARFI 600. Taken serially. May be repeated for a maximum of nine credits.  
*Prerequisite: ARFI 600, instructor's permission.*
- ARFI 622 GRADUATE DECORATION OF FABRIC III 3**  
Continuation of ARFI 532. Taken serially.  
*Prerequisite: ARFI 532, permission of the department.*
- ARFI 624 GRADUATE OFF-LOOM TEXTILES III 3**  
Intensive consideration of all fiber construction techniques that do not depend on the loom; choice of one technique for intensive study. Taken serially.  
*Prerequisite: ARFI 534, permission of department, majors only.*
- ARFI 632 GRADUATE DECORATION OF FABRIC IV 3**  
Continuation of ARFI 622. Taken serially. May be repeated for a maximum of nine credits.  
*Prerequisite: ARFI 622, permission of the department.*
- ARFI 634 GRADUATE OFF-LOOM TEXTILES IV 3**  
Intensive work in a chosen non-loom textile technique, eg., knotting. Taken serially. May be repeated for a maximum of nine credits.  
*Prerequisites: ARFI 600, majors only.*
- ARFM 500 GRADUATE CINEMATOGRAPHY I 3**  
Techniques, materials and theories of motion picture production for visually experienced students.  
*Prerequisite: Major or minor in Fine Arts or a related area such as theatre, communications, creative writing, etc., or permission of instructor.*

- ARFM 510 GRADUATE CINEMATOGRAPHY II** **3**  
 Continuation of ARFM 500. Taken serially.  
*Prerequisite: ARFM 500.*
- ARFM 580 FILM AS A VISUAL ART** **3**  
 An understanding of the development of the motion picture as an art form. Viewing, analysis, reading, and/or actual participation in the production of film images.  
*Prerequisite: Permission of instructor.*
- ARFM 600 GRADUATE CINEMATOGRAPHY III** **3**  
 Continuation of ARFM 510. Taken serially.  
*Prerequisite: ARFM 510.*
- ARFM 610 GRADUATE CINEMATOGRAPHY IV** **3**  
 Continuation of ARFM 600. Taken serially. May be repeated for a maximum of nine credits.  
*Prerequisite: ARFM 600.*
- ARGD 500 GRADUATE GRAPHIC DESIGN I** **3**  
 Techniques and principles of design of printed matter and displays, elements of layout, illustration, typography, printing process, and preparation of copy for the printer.  
*Prerequisite: Permission of instructor.*
- ARGD 510 GRADUATE GRAPHIC DESIGN II** **3**  
 Continuation of ARGD 500. Taken serially.  
*Prerequisite: ARGD 500 or instructor's permission.*
- ARGD 521 GRADUATE TYPOGRAPHY I** **3**  
 Styles and techniques of lettering applied in such forms as manuscripts, signs, posters, display and advertising layout. Brief introduction to typography.  
*Prerequisite: Permission of instructor.*
- ARGD 531 GRADUATE TYPOGRAPHY II** **3**  
 Continuation of ARGD 521. Taken serially.  
*Prerequisite: ARGD 521.*
- ARGS 553 INDEPENDENT STUDY, GRADUATE I** **1-8**  
 Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work are developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen media. Credits to be arranged. May be repeated for a maximum of nine credits.  
*Prerequisite: Permission of the instructor and department.*
- ARGS 560 GRADUATE VISUAL ARTS WORKSHOP** **1 - 12**  
 Selected studio topics which represent current concerns within the contemporary world of the visual arts. May be repeated for credit.

**ARGS 653 INDEPENDENT STUDY, GRADUATE II 1 - 8**

Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen medium. Credits to be arranged. May be repeated for a maximum of nine credits.

*Prerequisite: Permission of the instructor and department.*

**ARGS 680 FIELD TRIP IN STUDIO 2 - 6**

Travel courses to art sources in the United States and foreign countries not to exceed six graduate credits. First hand contact with the historic art forms of the places visited and with artists and craftsmen. Each student selects an area of study in which the places visited have rich art sources. As preparation for the course, the student outlines a chosen study problem, reads background material, and lists sources they expect to utilize. Subject(s) to be defined by the professor. May be repeated for a maximum of twelve credits.

*Prerequisite: Permission of the department.*

**ARHS 503 GRADUATE RESOURCES AND METHODS OF RESEARCH IN THE ARTS 3**

Introduction to the approaches, methods and goals of art-historical research, including descriptive, bibliographic, stylistic, and iconographic analysis.

**ARHS 590 MODERN PHILOSOPHIES OF ART I 3**

Major writers in art in the nineteenth and twentieth centuries. The nature of the creative experience; art in the life of the individual and of society; the creative process; new materials; institutions and sentiments affecting current thinking in the field. Discussions based on readings of philosophers, poets, social scientists and psychologists.

**ARHS 591 MODERN PHILOSOPHIES OF ART II 3**

The writings of 19th and 20th century artists and their interpreters; such works as the "Futurist's Manifesto" and Kandinsky's "The Spiritual in Art".

**ARHS 592 SELECTED PROBLEMS ART HISTORY I 3**

Art problems, iconographic topics and themes of a historic, social and philosophical nature. Topic selection will depend upon the special areas of the professor or guest professor invited for the semester.

*Prerequisite: Permission of the department.*

**ARHS 593 SELECTED PROBLEMS ART HISTORY II 3**

Continuation of ARHS 592. Taken serially.

*Prerequisite: ARHS 592.*

**ARHS 594 NORTHERN RENAISSANCE ART 3**

15th and 16th century paintings in northern Europe - especially Italy, Flanders and Holland; the development of Realism and style in relation to social change and the general ideas of the period, including contemporary music. Jan Van Eyck, Van der Weyden, Bosch, Peter Breughel and Matthias Gruenewald.

*Prerequisite: Permission of the department.*



**ARHS 600 MASTER'S THESIS I** **3**

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

*Prerequisite: Written permission of the graduate advisor and faculty supervisor.*

**ARHS 610 MASTER'S THESIS II** **3**

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

*Prerequisite: Written permission of the graduate advisor and faculty supervisor.*

**ARHS 680 FIELD TRIP IN ART HISTORY** **2 - 6**

Travel courses to art sources in the United States and foreign countries not to exceed six graduate credits. First-hand contact with the historic art forms of the places visited and study of their monuments and works in their museums and galleries. Subject(s) to be defined by the professor. May be repeated for a maximum of twelve credits.

*Prerequisite: Permission of the department.*

**ARMJ 500 GRADUATE METALWORK AND JEWELRY I** **3**

Designing jewelry and small sculpture in varied metals; the techniques of flat sheet metal and casting.

*Prerequisites: Permission of the department.*

**ARMJ 510 GRADUATE METALWORK AND JEWELRY II** **3**

Continuation of ARMJ 500. Taken serially.

*Prerequisite: ARMJ 500.*

**ARMJ 600 GRADUATE METALWORK AND JEWELRY III** **3**

Continuation of ARMJ 510. Taken serially.

*Prerequisite: ARMJ 510.*

**ARMJ 610 GRADUATE METALWORK AND JEWELRY IV** **3**

Designing jewelry and small sculpture in varied metals. The techniques of flat sheet metal and casting. Continuation of ARMJ 600. Taken serially. May be repeated for a maximum of nine credits.

*Prerequisite: ARMJ 600.*

**ARPA 500 GRADUATE PAINTING I** **3**

Studio in painting to further the creative expression and technical knowledge of the student in various painting media. Personal and professional development through studio work, trips and the study of the contemporary artists.

*Prerequisite: Permission of the department.*

**ARPA 510 GRADUATE PAINTING II** **3**

Continuation of ARPA 500. Taken serially.

*Prerequisite: ARPA 500.*

**ARPA 600 GRADUATE PAINTING III** **3**

Continuation of ARPA 510. Taken serially.

*Prerequisite: ARPA 510.*



**ARPA 610 GRADUATE PAINTING IV 3**

Continuation of ARPA 600. Taken serially. May be repeated for a maximum of nine credits.

*Prerequisite: ARPA 600.*

**ARPG 520 GRADUATE INTRODUCTION TO PAPERMAKING 3**

An introduction to Western methods of hand papermaking as an art form including historic principles and current applications.

*Prerequisite: Permission of instructor.*

**ARPG 530 GRADUATE INTERMEDIATE PAPERMAKING I 3**

Pigment and pulp preparation and vacuum table sheet forming.

*Prerequisite: ARPG 520.*

**ARPG 620 GRADUATE ADVANCED PAPERMAKING 3**

Independent historical research combined with contemporary studio work. May be repeated for a maximum of nine credits.

*Prerequisite: ARPG 530.*

**ARPH 500 GRADUATE PHOTOGRAPHY BEGINNING I: A CONTEMPORARY ART FORM 3**

Provides for the in-depth study and practice of photography as a visual language. Encourages exploration beyond the camera through studio work, discussions, criticism, films, trips and demonstrations.

*Prerequisites: 10 semester hours in art. Permission of the department.*

**ARPH 510 GRADUATE PHOTOGRAPHY BEGINNING II: A CONTEMPORARY ART FORM 3**

The essential of the photographic process including developing, enlarging, portfolio creation, exhibition, trips, videos, discussion, lecture, critiques, and demonstrations. A continuation of ARPH 500.

*Prerequisite: ARPH 500.*

**ARPH 600 GRADUATE INTERMEDIATE PHOTOGRAPHY: A CONTEMPORARY ART FORM 3**

Workshop, discussion, lectures, criticism, demonstrations: photography for self expression and greater visual awareness. Creative controls, craftsmanship, perception, presentation and the fine points will be investigated.

*Prerequisite: ARPH 510.*

**ARPH 610 GRADUATE ADVANCED PHOTOGRAPHY: A CONTEMPORARY ART FORM 4**

Workshop, discussion, lecture, demonstrations, criticism: photography as an intensive learning experience. Light sensitive materials, controls, photographic approach, selection, zinc system and view camera will be investigated. May be repeated for a maximum of nine credits.

*Prerequisite: ARPH 600.*

**ARPH 660 GRADUATE SPECIAL PROCESSES** 4  
**IN PHOTOGRAPHY**

Investigation of nontraditional light sensitive materials for use in the photographic image making process. Extending traditional boundaries of photography through new tools that permit greater manipulation: gum bichromate, cyanotype, platinum, photo etching, and others will be investigated.

*Prerequisite: ARPH 610.*

**ARPM 500 GRADUATE PRINTMAKING I** 3

Advanced work in various print processes; emphasis on the development of images and concepts as they relate to the printmaking media.

*Prerequisite: Permission of the instructor.*

**ARPM 510 GRADUATE PRINTMAKING II** 3

Continuation of ARPM 500. Taken serially.

*Prerequisite: ARPM 500.*

**ARPM 600 GRADUATE PRINTMAKING III** 3

Continuation of ARPM 510. Taken serially.

*Prerequisite: ARPM 510.*

**ARPM 610 GRADUATE PRINTMAKING IV** 3

Continuation of ARPM 600. Taken serially. May be repeated for a maximum of nine credits.

*Prerequisite: ARPM 600.*

**ARSC 500 GRADUATE SCULPTURE I** 3

The student explores independently one or two materials and techniques, and begins to find direction as a sculptor.

*Prerequisite: Permission of instructor.*

**ARSC 510 GRADUATE SCULPTURE II** 3

Continuation of ARSC 500. Taken serially.

*Prerequisite: ARSC 500.*

**ARSC 600 GRADUATE SCULPTURE III** 3

Continuation of ARSC 510. Taken serially.

*Prerequisite: ARSC 510.*

**ARSC 610 GRADUATE SCULPTURE IV** 3

Continuation of ARSC 600. Taken serially. May be repeated for a maximum of nine credits.

*Prerequisite: ARSC 600.*

**ARST 600 SEMINAR IN ART I:** 3  
**CONTEMPORARY ART AND AESTHETICS**

This course involves the graduate student in a consideration of major issues in contemporary art and aesthetics.

**ARST 610 SEMINAR IN ART II: GRADUATE PROJECT** 3

A continuation of ARST 600. Should be taken in the student's last semester along with the completion of the Graduate Project.

*Prerequisite: ARST 600.*

- ARTH 560 STUDIO TECHNIQUES IN ART THERAPY 3**  
The development of a repertoire of art therapy skills in various media to facilitate meeting the expressive needs in art therapy settings. May be repeated for credit.  
*Prerequisite: Instructor's permission.*
- ARTH 562 ART THERAPY PRACTICUM I 3**  
Integration of field and academic experiences. Each student will work with a selected client in an appropriate professional setting (300 hours), and prepare a weekly case presentation for class discussion and critique as well as a written case study.  
*Prerequisite: ARTH 560.*
- ARTH 580 GRADUATE INTRODUCTION TO ART THERAPY 3**  
Introduction to the historical and theoretical bases of art therapy as a profession. Exploration of the literature of art therapy and of current trends in the field.
- ARTH 662 ART THERAPY PRACTICUM II 3**  
Continuation of ARTH 562. Each student will work with a selected client in an appropriate professional setting other than that in which student worked in Art Therapy Practicum I (300 hours). Treatment design and case presentations will be submitted for weekly discussion and critique.  
*Prerequisite: ARTH 562.*

# FRENCH

*Chairperson: Dr. Kay Wilkins*

*Graduate Advisor: Dr. Lois Oppenheim*

The graduate program in French is designed to prepare students for both teaching and research in language and literature.

A Master of Arts degree opens opportunities to teach in both community colleges and high schools, and provides a solid foundation for students interested in continuing their studies toward a Doctor of Philosophy degree. Graduate training in French is also increasingly useful for positions in government and industries concerned with French-speaking areas of the world.

## ADMISSION REQUIREMENTS

Admission is open to students who hold a bachelor's degree and have completed at least 24 semester hours of undergraduate French or its equivalent. Students applying for admission must satisfy the standard College requirements for admission to graduate study.

After acceptance, the candidates will consult the graduate advisor to plan their programs. The course program must be approved by the graduate advisor each semester before registration. Courses will be offered on a rotating basis to allow diversity of offerings. Please consult department chairperson for details.

Individuals holding the bachelor's degree and showing an adequate proficiency in French may enroll in graduate courses, even though they do not wish to enter the Master of Arts program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH

- I. Required Courses ..... 6
- |          |   |   |
|----------|---|---|
| FREN 508 | Explication de Texte and Stylistic Analysis | 3 |
| FREN 603 | Research Seminar                            | 3 |
- (Waived if student elects to write a thesis)
- One course in the literature of each century to be selected from the following French electives:
- II. French Electives:
- |          |  |   |
|----------|--|---|
| FREN 505 | History of the French Language           | 3 |
| FREN 506 | Advanced French Phonetics                | 3 |
| FREN 507 | Practicum in Translation                 | 3 |
| FREN 509 | Critical Approaches to Literature        | 3 |
| FREN 511 | Medieval French Literature               | 3 |
| FREN 513 | Medieval French Theatre                  | 3 |
| FREN 516 | French Humanism in the Sixteenth Century | 3 |
| FREN 517 | Poetry of the Renaissance                | 3 |
| FREN 525 | Moralists of the Seventeenth Century     | 3 |
| FREN 526 | Corneille, Racine and Moliere            | 3 |



FREN 527	Selected Topics in Seventeenth Century French Literature .....	3
FREN 530	Philosophy and Politics in Eighteenth Century France .....	3
FREN 531	The Development of the Novel in Eighteenth Century France .....	3
FREN 532	Eighteenth Century Seminar .....	3
FREN 538	French Novel of the Nineteenth Century I .....	3
FREN 539	French Novel of the Nineteenth Century II .....	3
FREN 540	Nineteenth Century French Poetry .....	3
FREN 542	Twentieth Century French Theatre .....	3
FREN 543	Twentieth Century French Poets .....	3
FREN 544	Twentieth Century French Novel I .....	3
FREN 545	Twentieth Century French Novel II .....	3
FREN 546	Twentieth Century Seminar .....	3
FREN 547	Francophone Literature .....	3
FREN 548	Contemporary French Civilization: Selected Topics .....	3

III. Free Electives ..... 6

IV. Thesis (Optional) ..... 4

V. Comprehensive Examination: One session

All candidates for the master's degree must pass a comprehensive examination designed to test critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination students must have completed all their course work (with the exception of the 603 Research Seminar) and have satisfied the requirement of having taken 1 course on the literature of each century.

The examination is based on a reading list and course content.

Minimum: 33 semester hours.

## FRENCH

### Course Descriptions

#### Semester Hours

**FREN 500 FRENCH AS A RESEARCH TOOL** 3

Learning to read French as a tool for research (a "service" course for MA candidates in English; successful completion of this course will satisfy the language requirement).

**FREN 507 PRACTICUM IN TRANSLATION** 3

Basic principles and theory of translation with emphasis on research techniques.

*Prerequisite: Adequate competency in the language for the purpose of translation training.*

<b>FREN 508</b>	<b>EXPLICATION DE TEXTE AND STYLISTIC ANALYSIS</b>	<b>3</b>
	Techniques of "explication de texte and stylistic analysis" as an instrument for development of critical reading ability, and as pedagogical tool for teaching literature as well as language through literature.	
<b>FREN 509</b>	<b>CRITICAL APPROACHES TO LITERATURE</b>	<b>3</b>
	Fundamental notions of contemporary French literary criticism; theory and practice.	
<b>FREN 511</b>	<b>MEDIEVAL FRENCH LITERATURE</b>	<b>3</b>
	French literature from ninth through fifteenth centuries emphasizing the "Chanson de geste" and the "Roman courtois."	
<b>FREN 513</b>	<b>MEDIEVAL FRENCH THEATRE</b>	<b>3</b>
	Origins and development of theatre in France during the Middle Ages.	
<b>FREN 516</b>	<b>FRENCH HUMANISM IN 16TH CENTURY</b>	<b>3</b>
	Humanistic ideals as reflected in the works of Rabelais, Montaigne and other authors.	
<b>FREN 517</b>	<b>POETRY OF THE RENAISSANCE</b>	<b>3</b>
	Major works of Marot, Ronsard, Du Bellay, and other poets of the Pleiade.	
<b>FREN 525</b>	<b>MORALISTS OF THE 17TH CENTURY</b>	<b>3</b>
	Representative works of Descartes, Pascal, La Rochefoucauld, Saint Simon, La Bruyere, and other authors.	
<b>FREN 526</b>	<b>CORNEILLE, RACINE AND MOLIERE</b>	<b>3</b>
	Dramatic art as reflected in representative plays of the three authors.	
<b>FREN 527</b>	<b>SELECTED TOPICS IN 17TH CENTURY FRENCH LITERATURE</b>	<b>3</b>
	Changing topics to include in-depth studies of individual authors.	
<b>FREN 530</b>	<b>PHILOSOPHY AND POLITICS IN 18TH CENTURY FRANCE</b>	<b>3</b>
	Impact of the "philosophes" on religious, political and sociological thought.	
<b>FREN 531</b>	<b>THE DEVELOPMENT OF THE NOVEL IN 18TH CENTURY FRANCE</b>	<b>3</b>
	Study of the social and historical context of a novel and its particular form (e.g. epistolary, episodic, etc.)	
<b>FREN 532</b>	<b>18TH CENTURY SEMINAR</b>	<b>3</b>
	Changing topics to include in-depth studies of individual authors and genre topics.	
<b>FREN 536</b>	<b>THE ROMANTIC MOVEMENT</b>	<b>3</b>
	The origins and development of Romanticism in England and Germany are compared with the later triumph of the movement in France. Representative works of Chateaubriand, Goethe, Novalis, Kleist, Hoffmann, Heine, Musset, and Nerval are studied, and their themes compared with those of the English romantics. (Taught in English. Recommended to French majors as a free elective.) Cross listed with English, ENLT 536.	
<b>FREN 537</b>	<b>19TH CENTURY FRENCH THEATRE</b>	<b>3</b>
	Hugo's dramatic theories and their application in representative plays.	

<b>FREN 538</b>	<b>FRENCH NOVEL OF 19TH CENTURY I</b>	<b>3</b>
	Insight into major works of Balzac and Stendhal.	
<b>FREN 539</b>	<b>FRENCH NOVEL OF 19TH CENTURY II</b>	<b>3</b>
	Insight into major works of Flaubert and Zola.	
<b>FREN 540</b>	<b>19TH CENTURY FRENCH POETRY</b>	<b>3</b>
	Development of French poetry from Romanticism to Symbolism.	
<b>FREN 542</b>	<b>20TH CENTURY FRENCH THEATRE</b>	<b>3</b>
	Major modern currents and trends in drama.	
<b>FREN 543</b>	<b>20TH CENTURY FRENCH POETS</b>	<b>3</b>
	Within a general developmental context, emphasis upon thematic, and structural analysis of work of Apollinaire, Reverdy, Char, Eluard and Bonnefoy.	
<b>FREN 544</b>	<b>20TH CENTURY FRENCH NOVEL I</b>	<b>3</b>
	Evolution of the French novel from Proust to Camus.	
<b>FREN 545</b>	<b>20TH CENTURY FRENCH NOVEL II</b>	<b>3</b>
	Evolution of the French novel from the "New Novel" of the 50's to contemporary French writing.	
<b>FREN 546</b>	<b>20TH CENTURY SEMINAR</b>	<b>3</b>
	Changing topics on twentieth century French literature.	
<b>FREN 547</b>	<b>FRANCOPHONE LITERATURE</b>	<b>3</b>
	Major Francophone writings outside continental France.	
<b>FREN 548</b>	<b>CONTEMPORARY FRENCH CIVILIZATION - SELECTED TOPICS</b>	<b>3</b>
	Study of institutions and culture of contemporary France.	
<b>FREN 603</b>	<b>RESEARCH SEMINAR</b>	<b>3</b>
	Opportunity to apply research techniques to a specific topic of the student's choice.	

# GEOSCIENCE

*Chairperson: Dr. Jonathan M. Lincoln*

*Graduate Advisor: Dr. Duke U. Ophori*

The graduate programs in Geoscience are designed to enable the student to pursue further study in the various areas of the Department for professional or personal reasons, to further his preparation for the teaching profession, or for a career requiring advanced training.

For the arts and science student, a graduate program is designed to give opportunity for in-depth study in the broad field of Geoscience (geology). The program provides sufficient flexibility through electives so that emphasis in (1) environmental geology, (2) metamorphic and igneous geology, (3) sedimentology, stratigraphy, and paleobiology or (4) oceanography and marine geology is possible. Most of the courses for the oceanography and marine geology emphasis will be taken at the various sites of the New Jersey Marine Science Consortium during the summer.

## ADMISSION REQUIREMENTS

Prior to matriculation the student should have completed a subject matter background of at least twenty-four semester hours in the area of specialization, as well as sufficient background, in related sciences and basic mathematics. In cases of a weak undergraduate background, prerequisite courses, not for graduate credit, may be assigned.

Candidates must fulfill the other criteria for graduate matriculation as listed in this bulletin (Admission to Graduate Study). Each candidate's background and credentials must be approved by the graduate advisor for the department.

## REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN GEOSCIENCE

Thirty-two semester hours are required, but additional hours may be required to compensate for any deficiencies in the applicant's undergraduate record.

Degree candidates employed in the field of education may use six semester hours of free electives for graduate courses in the area of professional education.

I.	Core Courses .....	12
	GEOS 530 Paleocology .....	3
	GEOS 543 Advanced Mineralogy .....	3
	GEOS 560 Advanced Marine Geology .....	3
	GEOS 658 Seminar in Environmental Graphics .....	3
II.	Geoscience Electives .....	10
III.	Free Electives .....	6



- IV. Research - One of the two options below:
- A. Option A
- GEOS 695 Thesis ..... 4
- B. Option B
- GEOS 590 Research Seminar in Geoscience ..... 3
- GEOS 594 Research in Geoscience Literature ..... 1
- V. Comprehensive Examination - Required, no credit.
- Minimum: 32 semester hours

## GEOSCIENCE

### Course Descriptions

#### Semester Hours

#### **GEOS 502 THE DYNAMIC EARTH** **4**

Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture; 2 hours lab)

*Prerequisites: Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)*

#### **GEOS 525 ENVIRONMENTAL GEOSCIENCE** **3**

In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)

*Prerequisite: Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor's permission.*

#### **GEOS 530 PALEOECOLOGY** **3**

Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)

*Prerequisite: Course in invertebrate paleobiology.*

#### **GEOS 532 MICROPALaeOBIOLOGY** **4**

Taxonomic, morphologic, paleoecologic and stratigraphic consideration of microfossils with special emphasis on those from the marine environment. (3 hours lecture; 2 hours lab.)

*Prerequisites: GEOS 431 or BIOL 130 or instructor's permission.*

#### **GEOS 537 BIOSTRATIGRAPHY OF NEW JERSEY** **3**

The geologic history, paleontology, stratigraphy and paleogeography of New Jersey. Required field trips. (2 hours lecture; 2 hours lab.)

*Prerequisite: GEOS 530 or instructor's permission.*

**GEOS 538 SEDIMENTARY PETROGRAPHY 4**

The interpretative study of the structures, textures, composition and genesis of sedimentary rocks. Laboratory analyses of sediments and sedimentary rocks by optical, mechanical and chemical methods and the graphical representation of the resultant data. (3 hours lecture; 2 hours lab.)

*Prerequisites: GEOS 434 Stratigraphy and GEOS 545 Optical Mineralogy.*

**GEOS 543 ADVANCED MINERALOGY 3**

Chemical and physical principles as applied to minerals. Detailed study of representative minerals from the various families. Advanced techniques will be performed by the student. Field trips. (2 hours lecture; 2 hours lab.)

*Prerequisites: Course in mineralogy.*

**GEOS 545 OPTICAL MINERALOGY 4**

Theory and practice of using the polarizing microscope to study and identify minerals; theory of light transmission in minerals; the practical effect. Required field trips. (3 hours lecture; 2 hours lab.)

*Prerequisite: Course in mineralogy.*

**GEOS 560 ADVANCED MARINE GEOLOGY 3**

Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips. (2 hours lecture; 2 hours lab.)

*Prerequisites: Courses in physical geology and one 400 level course in marine geology or oceanography.*

**GEOS 571 GEOPHYSICS 3**

Theory and application of conventional geophysical methods: seismology, magnetism, electricity and gravity. Laboratory includes the collection and interpretation of geophysical data. Field trips. (3 hours lecture.)

*Prerequisites: Courses in physical geology and College Physics II and Calculus A.*

**GEOS 575 GEOCHEMISTRY 3**

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes), study of meteorites. Required field trips. (3 hours lecture)

*Prerequisites: General chemistry, petrology.*

**GEOS 580 FIELD GEOLOGY 4**

The principles and techniques of geologic field work. Independent and team mapping of local areas of geologic interest using modern field methods and instruments. (3 hours lecture, 2 hours lab.)

*Prerequisites: 12 hours of 400 level geoscience.*

**GEOS 590 RESEARCH SEMINAR 3**

Student field, laboratory and library investigation of a problem in the area of his or her interest in geoscience, the results of which will be presented in oral and written form. Class discussion of the individual papers and of other pertinent topics of current interest in geoscience.

*Prerequisite: Advanced standing as a Geoscience graduate student.*

**GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE 1 - 4**

Independent research project to be performed by the student under guidance of faculty.

*Prerequisite: Matriculation for the M.S. degree in Geoscience or permission of Geoscience faculty.*

**GEOS 594 RESEARCH IN GEOSCIENCE LITERATURE 1**

Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.

*Prerequisite: Advanced standing as a Geoscience graduate student.*

**GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS 3**

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements, as well as for public presentation, will be developed by each student as a culminating research project.

*Prerequisites: At least 12 hours of graduate credits in environmental science or with permission of the instructor.*

**GEOS 695 THESIS 4**

In-depth field, laboratory and library investigation of a problem in the area of the student's interest in geoscience; results will be presented in oral and written form culminating in a written thesis.

*Prerequisite: Matriculation for the M.S. degree in geoscience.*

**PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES 1 - 4**

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

*Prerequisites: Graduate standing in natural or social science and permission of the departmental graduate advisor.*

For offerings at the New Jersey Marine Sciences Consortium, see the current announcement.

# HEALTH EDUCATION

*Chairperson: Dr. Timothy Sullivan*

*Graduate Advisor: Dr. Reza Shahrokh*

The Department of Health Professions prepares professionals for careers in health education and various selected areas of the health professions. The graduate program leads to a Master of Arts degree in health education. Advanced study is provided to candidates engaged in, or seeking, positions in the broad and expanding spectrum of the health professions in the school, community, business and industrial sectors, the media and various other segments of the health care delivery system.

The curriculum provides a foundation of required coursework which is complemented by a wide array of health professions electives, interdisciplinary coursework and varied educational experiences afforded by diverse instructional approaches. Advancements in the scientific realm combined with practical applications address our contemporary health problems. There is a definite research focus within the program. Students are provided with the option of either conducting a study on a pertinent health topic - in the form of a thesis or research project - or completing a broader-based research seminar. Special student interests, academic objectives and professional goals can be accommodated on an individualized basis. Students must complete a minimum of 32 semester hours and pass a written comprehensive examination.

## POSSIBLE AREAS OF EMPHASIS FOR DEPARTMENTAL ELECTIVES

Candidates may select departmental electives within the Master of Arts program in health education from among the following areas:

- Human Sexuality
- Health Program Administration
- Health Promotion
- Gerontology
- School Health Education
- Environmental and Public Health (prepares candidates for NJ State Health Officer's Examination)

## ADMISSION REQUIREMENTS

All candidates must meet the basic admission requirements for graduate study at Montclair State. The completion of a major in health education from an accredited college or university is preferred. Candidates with degrees in closely related areas will be considered, although prematriculation coursework may be required. Applicants with a minor or less preparation in health education must complete designated coursework prior to matriculation. Students with a major in health education may also be required to undertake additional coursework where academic deficiencies are apparent.



REQUIREMENTS FOR THE MASTER OF ARTS  
 DEGREE IN HEALTH EDUCATION

I.	Required Courses .....	15
	HLTH 503 Research Methods in Health .....	3
	HLTH 526 Curriculum Development in Health Education .....	3
	HLTH 528 Evaluation in Health .....	3
	HLTH 535 History and Foundations of Health I .....	3
	HLTH 601 Research Seminar in Health .....	3
	(plus an additional 3 semester hours in health professions courses)	
	or	
	HLTH 603 Research Project in Health .....	3
II.	Selected Health Professions Coursework .....	9
	The selection of coursework in this area will be determined through careful identification of the academic and professional goals of the student and will pertain to the major thrust of the candidate within the broad parameters of the health education field. See possible areas of emphases listed on previous page; consult with the graduate advisor.	
	HLTH 530 Health Issues Seminar .....	3
	(This course is recommended but not required prior to the comprehensive examination.)	
III.	Electives .....	8

IV. Comprehensive Examination

All matriculated students for the MA in Health Education who have completed 15 semester hours or more of health professions coursework, are eligible to take the Written Comprehensive Examination. Candidates are required to complete any three items chosen from among five provided in areas of: research methods, evaluation, history, basic issues and curriculum. All candidates must complete either the evaluation or research methods item although they are permitted to take both. Students retaking any item of the examination may respond to the item area they originally failed or they may employ the option of selecting any other item(s) not previously taken. The examination is scheduled in January and June of each year. Prior registration is necessary through completion of applications available in the departmental offices. Candidates are limited to three attempts in completing the examination. There are no exceptions to this requirement. Candidates must complete the written comprehensive examination before enrolling in the culminating research experience provided in HLTH 601 or HLTH 603.

**Note:**

1. No more than two of the following 400-level courses may be taken for credit applicable to this master's degree:

HLTH 411	School Health and Community Services .....	3
HLTH 430	Health Counseling .....	3
HLTH 440	Health Aspects of Aging .....	3
HLTH 442	Health Promotion .....	3
HLTH 445	Perspectives on Death .....	3
HLTH 460	Systems of Health Care Delivery .....	3
HLTH 470	Patient Education .....	3
HLTH 490	Ethics in Health Care .....	3
HLTH 491	Health Education and the Computer .....	3
2. The department provides opportunity for membership in Eta Sigma Gamma, a national health science honorary society.

## HEALTH PROFESSIONS

### Course Descriptions

	Semester Hours
<b>HLTH 502 DETERMINANTS OF ENVIRONMENTAL HEALTH</b>	<b>3</b>
Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems. <i>Prerequisite: Courses in similar field or permission of instructor.</i>	
<b>HLTH 503 RESEARCH METHODS IN HEALTH</b>	<b>3</b>
Theoretical and practical experiences in methods of inquiry, designing of research studies, utilization of various tools for gathering data, statistical analysis of data, and writing of research proposals. <i>Prerequisite: HLTH 528 or permission of instructor.</i>	
<b>HLTH 505 SCHOOL HEALTH PROGRAM MANAGEMENT</b>	<b>3</b>
Examines management theory and practices applicable to school health programs. Historical developments and philosophical issues are also reviewed. Includes management techniques, staffing patterns, accounting procedures and evaluation methods essential for the successful school health program. <i>Prerequisite: A basic course in school or community health or permission of instructor.</i>	
<b>HLTH 510 HEALTH EDUCATION WORKSHOP I</b>	<b>1 - 3</b>
For teachers of health education; deeper understandings of subject matter, current methods and techniques for the classroom, and considerations for curriculum development.	

**HLTH 511 BIOMEDICAL AND PSYCHOSOCIAL PERSPECTIVES 3**  
**ON DRUGS**

Examines the complex biomedical and psychosocial dimensions of contemporary drug use, emphasizing consideration of a broad spectrum of physiological responses to and health consequences of involvement. Provides a comprehensive view of the historical and social aspects of drug use, and an analysis of selected major issues presented by our current problems with drugs.

*Prerequisite: Undergraduate course in the study of alcohol and other drugs or permission of instructor.*

**HLTH 512 ALCOHOL WORKSHOP 3**

A process-oriented experience planned to enrich and synthesize understanding of selected physiological, psychosocial, medical, legal, economic and safety factors associated with alcohol use and abuse. Attention is focused on education, prevention, treatment and rehabilitation techniques and the study of existing programs.

*Prerequisite: A basic course in drug/alcohol problems or permission of instructor.*

**HLTH 513 DRUG ABUSE SEMINAR 3**

Provides seminar setting for concentrated study of selected aspects of contemporary drug problems. Emphasizes major health issues emerging from recent biomedical and societal developments; includes consideration of rehabilitative and treatment approaches, utilizing pertinent sources of information and current research literature.

*Prerequisite: A basic course in drug abuse problems or permission of instructor.*

**HLTH 516 SELECTED DEVELOPMENTS IN 3**  
**COMMUNITY HEALTH**

Entails use of seminar approach for in-depth analysis of selected developments in community health. Topics will vary according to class interest and timeliness of issue, but might include, among others, radon, adolescent suicide, and control and prevention of AIDS.

*Prerequisite: Courses in similar field or permission of instructor.*

**HLTH 526 CURRICULUM DEVELOPMENT IN 3**  
**HEALTH EDUCATION**

Nature and construction of comprehensive health education curricula, elementary grades through senior high school. Recommended for health education majors only.

*Prerequisite: Basic course in health education and basic course in methods of teaching health education.*

**HLTH 528 EVALUATION IN HEALTH 3**

Provides for an in-depth study of the theories and principles of measurement and evaluation and their application to the field of health education. The theoretical foundations and the practical considerations for proper selection, development and administration of various measuring instruments, and the analysis of their results constitute the focal points of the course.

*Prerequisite: A basic course in statistics or in tests and measurement.*

**HLTH 530 HEALTH ISSUES SEMINAR 3**

Provides seminar setting for concentrated study of selected major contemporary health issues. A minimum of five topical areas are presented for analysis and interpretation through extensive readings, pertinent written projects, and directed oral communication. *Prerequisite: Study in health-related field or permission of instructor.*

**HLTH 531 INDEPENDENT STUDY IN HEALTH 1 - 4**

Under the direction of departmental faculty member. Semester hours determined by the department chairperson following consultation with departmental research committee. *Prerequisite: Majors only.*

**HLTH 535 HISTORY AND FOUNDATIONS OF HEALTH I 3**

Comprehensive historical study of our continual struggle against the forces of disease and infirmity. Includes health and medical practices of primitive peoples, ancient civilizations, the Middle Ages, and the Renaissance. *Prerequisite: Majors only or instructor's permission.*

**HLTH 540 SELECTED TOPICS IN MENTAL HEALTH 3**

Entails use of seminar approach for in-depth analysis of selected topics in mental health. Topics will vary according to class interest, but will include, among others, stress, labeling, racism, sexism, and ageism. *Prerequisite: A basic course in mental health or psychology.*

**HLTH 551 SELECTED TOPICS IN GERONTOLOGY 3**

Entails use of seminar approach for in-depth analysis of selected topics in gerontology. Topics will vary according to class interest, but will include, among others, ageism, health problems, loss and diminishment, homelessness and terminal old age. *Prerequisite: HLTH 440.*

**HLTH 560 HUMAN DISEASES 3**

Presents a contemporary view of the major infectious and chronic/degenerative diseases with an emphasis on the principles of causation, process, diagnosis, prevention, and management. Important past and present medical developments are discussed in the context of continuing change, methods and inferences of epidemiologic investigation are studied and the implications of ongoing research are considered. Concludes with an instructional component which addresses methodology and disease specific information resources. *Prerequisite: A basic course in biology.*

**HLTH 565 FOUNDATIONS OF EPIDEMIOLOGY 3**

Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

**HLTH 570 HUMAN SEXUALITY II 3**

This course is designed for students who seek knowledge of the ethical, moral, psychological and biological concepts in human sexuality. *Prerequisite: HLTH 290.*



- HLTH 575 THE TEACHING OF HUMAN SEXUALITY 3**  
Provides for the study of instructional methodologies and resource materials pertaining to human sexuality education. Emphasizes curriculum development, teaching plans, resource selection and the role of the teacher in school and community setting.  
*Prerequisite: HLTH 570.*
- HLTH 580 HEALTH POLICY AND POLITICS 3**  
Provides for the study of politics of health care, health policy issues and the health care delivery system. Special emphasis is placed on health policy as it has evolved in response to sociopolitical and economic factors and expected future trends.
- HLTH 585 ORGANIZATION AND ADMINISTRATION 3**  
**OF HEALTH CARE FACILITIES**  
Analyzes organization and administration of health care facilities. Topics include nature of health care facilities, managerial processes, institutional staffing and productivity, social responsibilities, techniques of managerial innovation, funding sources and health facility legislation. Provides practical applications of relevant theory.
- HLTH 588 PLANNING AND EVALUATION OF 3**  
**HEALTH PROGRAMS**  
Provides for the study of the processes and techniques of program planning, program implementation and program evaluation from a community health perspective, utilizing material from the related disciplines of epidemiology, sociology, psychology, anthropology, and social work.  
*Prerequisite: School and Community Health Program or equivalent.*
- HLTH 601 RESEARCH SEMINAR IN HEALTH 3**  
Provides intensive study of the entire spectrum of research literature in the health professions field. Includes opportunities for analysis and critique of selected research studies and synthesis of research findings for theoretical and practical application.  
*Prerequisites: HLTH 528 and HLTH 503 or ELRS 503.*
- HLTH 603 RESEARCH PROJECT IN HEALTH 3**  
Provides an intensive research experience for master's degree candidates in health education. It reflects the culmination of coursework and involves the completion of a research document. All candidates must satisfactorily complete an oral examination based on the research experience.  
*Prerequisite: Successful completion of the departmental written comprehensive examination, HLTH 503, 528.*

# HOME ECONOMICS

*Chairperson: Dr. Elaine Flint*

*Graduate Advisor: Dr. Karen I. Todd*

The graduate program in Home Economics offers five professional concentrations: Home Management/Consumer Economics, Family Life Education, Family Relations/Child Development, Home Economics Education and Nutrition Education.

The program is designed to provide students with advanced study needed for college and university teaching, for leadership positions in various professions in business, for social welfare agencies, for public school and adult education programs, for research, and for extension service.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. An individual program of study is developed for each student depending on professional goals and educational background. Students lacking adequate preparation may be required to take additional courses at the undergraduate level as prerequisite to graduate study.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HOME ECONOMICS

I.	Required Courses .....	12 - 13
	HECO 507 Research in Home Economics .....	3
	HECO 509 Research Seminar or HECO 600 Thesis .....	3 or 4
	HECO 540 Interdisciplinary Study of the Family .....	3
	HECO 590 Contemporary Issues in Home Economics .....	3
II.	Professional Concentration .....	9 - 15
	Select from one of the following concentrations:	
	A. Home Management/Consumer Economics Concentration	
	HECO 530 Consumer Behavior .....	3
	HECO 531 Family Financial Problems .....	3
	HECO 532 Family and Consumer Economics .....	3
	HECO 535 Consumer and Family Law .....	3
	HECO 570 Management of Family Resources .....	3
	HECO 448 Family Counseling .....	3
	HEED 403 Consumer Education Techniques .....	3
	B. Family Life Education Concentration	
	HECO 503 Program Development in Family Life Education .....	3
	HECO 514 Child in the Family .....	3
	HECO 542 Dynamics of Family Interaction .....	3
	HECO 570 Management of Family Resources .....	3

HLTH 570	Human Sexuality II .....	3
or		
PSYC 542	Topics in Human Sexuality .....	3
An Independent Study in Parenting Skills and Resources or an Independent Study in Ethical Issues in Sexuality and Family may be arranged.		
C.	Family Relations/Child Development Concentration	
HECO 503	Program Development in Family Life Education .....	3
HECO 514	The Child in the Family .....	3
HECO 542	Dynamics of Family Interaction .....	3
HECO 544	Intercultural Study of the Family .....	3
HEFM 445	The Inner City Family .....	3
D.	Home Economics Education Concentration	
HECO 501	Seminar in Home Economics Education .....	3
HECO 503	Program Development in Family Life Education .....	3
HECO 506	Supervision of Home Economics .....	3
HEED 403	Consumer Education Techniques .....	3
E.	Nutrition Education Concentration	
HECO 580	New Findings in Nutrition .....	3
HECO 581	Nutrition Education .....	3
HECO 585	Food and Nutrition Issues .....	3
HECO 587	Nutrition Education Practicum .....	3
III.	Home Economics Electives .....	3 - 9
To be selected from approved Home Economics courses.		
IV.	Electives Outside the Department .....	3 - 9
V.	Comprehensive Examination, both oral and written to be taken after completing 24 semester hours of graduate study. Students must apply to the graduate advisor at the beginning of the semester in which the exams will be taken. The comprehensive examination is given each Fall and Spring semester.	
VI.	Candidates who choose to write a thesis will register for HECO 600 for four semester hours credit in lieu of HECO 509 Research Seminar. The comprehensive exam is waived. A thesis defense is required upon the completion of the thesis before the candidate's graduate Thesis Committee.	

Minimum: 33 semester hours

## HUMAN ECOLOGY

### Course Descriptions

	Semester Hours
<b>HECO 448 FAMILY COUNSELING</b>	<b>3</b>
Techniques and theories of collecting data and counseling families with such problems as money management, nutrition concerns, parent-child relationships and value conflicts.	
<i>Prerequisites: 30 semester hours in Human Ecology coursework, junior or senior standing.</i>	

- HECO 503 PROGRAM DEVELOPMENT IN FAMILY LIFE EDUCATION 3**  
 Analysis of the development of family living programs in public schools and other agencies. Current problems, practices, and trends. Designing and planning for the implementation of innovative programs.  
*Prerequisite: Graduate status.*
- HECO 506 SUPERVISION OF HOME ECONOMICS 3**  
 Curricula, current trends, facilities, professional literature and evaluation techniques. Competencies for the role of supervisor analyzed. Provides elective credits toward supervisor's certificate.  
*Prerequisite: Graduate status, classroom teaching experience.*
- HECO 507 RESEARCH IN HOME ECONOMICS 3**  
 Designed to provide basic research and statistical literacy so that the student can develop a research proposal in its entirety in any one area of home economics.  
*Prerequisite: HECO 304 or equivalent course; graduate matriculation.*
- HECO 508 INDEPENDENT STUDY 1 - 3**  
 An opportunity to study in-depth, areas of home economics which are not offered in the regular curriculum. Approval of department chairperson required.  
*Prerequisite: Instructor's permission; graduate status required.*
- HECO 509 RESEARCH SEMINAR 3**  
 Carrying out a research study on specific problems of limited scope. Work may be taken in the following areas: child and family, family and consumer studies, family housing, foods, nutrition, textiles, clothing or home management.  
*Prerequisite: HECO 507; graduate matriculation; majors only.*
- HECO 514 CHILD IN THE FAMILY 3**  
 An intensive study of the theories and research related to child rearing techniques. Analysis of factors influencing parental practices and their effects on the child.  
*Prerequisite: Graduate status.*
- HECO 530 CONSUMER BEHAVIOR 3**  
 Investigating consumer behavior from the consumers' perspective. Emphasis on individual perception, motivation, learning, and personality as well as family organization, social class, subcultures and national economic trends.  
*Prerequisite: Graduate status.*
- HECO 531 FAMILY FINANCIAL PROBLEMS 3**  
 Study of families with financial concerns and crises. Emphasis on effective use of money to meet families' life styles and alleviate problem areas.  
*Prerequisite: Graduate status.*
- HECO 532 FAMILY AND CONSUMER ECONOMICS 3**  
 Study of families and consumers from economic perspectives in society. Emphasis on broad implications of economic practices and policies for various groups of families as they function in the marketplace.  
*Prerequisite: Graduate status.*



- HECO 535 CONSUMER AND FAMILY LAW 3**  
 Laws and policies of institutions which affect family function, relationships and welfare.  
*Prerequisite: Graduate status.*
- HECO 540 INTERDISCIPLINARY STUDY OF FAMILY 3**  
 Contributions which various academic disciplines (history, anthropology, biology, economics, as well as psychology and sociology) make toward a more comprehensive understanding of family life.  
*Prerequisite: Graduate status.*
- HECO 542 DYNAMICS OF FAMILY INTERACTION 3**  
 Critical review of concepts and theories, both psychological and sociological, currently used in understanding patterns and problems of family relationships.  
*Prerequisite: Graduate status.*
- HECO 544 INTERCULTURAL STUDY OF FAMILY 3**  
 Analytical study of cross cultural regularities and differentials in family structures. Functions and impact of social change on family values and patterns. Varied conceptual approaches to the study of family as well as a broad acquaintance with empirical studies and research.  
*Prerequisite: Graduate status.*
- HECO 570 MANAGEMENT OF FAMILY RESOURCES 3**  
 Family as a decision-making unit. Directing its resources for more effective living. Philosophical, psychological, sociological and economic trends which have a direct influence on family's ability to maximize its resource potential and utilization.  
*Prerequisite: Graduate status.*
- HECO 580 NEW FINDINGS IN NUTRITION 3**  
 This course enables students to develop detailed and in-depth knowledge of human nutrition, nutrients and their interrelationships. Emphasis is placed on the critical review and analysis of recent development in nutrition research.  
*Prerequisite: HENU 382 or equivalent; graduate status.*
- HECO 581 NUTRITION EDUCATION 3**  
 This course is designed to provide students with skills for developing, implementing, evaluating and funding nutrition education programs for populations with various demographic characteristics.  
*Prerequisite: HEED 412.*
- HECO 583 NUTRITIONAL ASPECTS OF FOOD PROCESSING AND HANDLING 3**  
 A course designed to study the theory and practice of evaluating food processing from a nutritional standpoint and to compare food availability with the effects that various kinds of processing have on nutrient content. This course is appropriate for graduate students and selected seniors in food and nutrition, food service management, biology, chemistry, and health sciences.  
*Prerequisites: Undergraduate study in organic chemistry, nutrition, food principles or approval of instructor.*

**HECO 585 FOOD AND NUTRITION ISSUES 3**

An investigation of current issues in food and nutrition with an emphasis on consumer, food industry, government and professional perspectives.

*Prerequisites: HECO 304, HENU 150, HENU 182 or equivalent.*

**HECO 587 NUTRITION EDUCATION PRACTICUM 3**

The practicum is designed to provide students with planned, supervised experiences in a variety of selected business agencies or organizations where nutrition education skills and competencies can be utilized.

*Prerequisites: HECO 580, 581.*

**HECO 590 CONTEMPORARY ISSUES IN HOME ECONOMICS 3**

A seminar dealing with issues in home economics with special emphasis on designing programs for social change.

*Prerequisites: Graduate matriculation and 20 semester hours in graduate program; majors only.*

**HECO 600 THESIS IN HOME ECONOMICS 4**

Individual research selected under advisement of a faculty committee. An oral exam by the committee follows the completion of the project.

Required for registration: written permission from major faculty advisor of the research, and department chair; graduate matriculation.

*Prerequisites: HECO 507 and instructor's permission.*

**HEED 403 CONSUMER EDUCATION TECHNIQUES 3**

Curriculum development, teaching strategies, resources and materials related to teaching consumer education.

*Prerequisite: HEMG 435 or equivalent course.*

**HEFM 445 THE INNER CITY FAMILY 3**

Sub-cultures residing in large cities. The impact of urbanization, ethnicity, social and economic institutions. Problems which families encounter. Community contact is part of the course. Meets the General Education Requirement - Contemporary Issues. Meets the Multicultural Awareness Requirement. Meets the Human and Intercultural Relations Requirement.

*Prerequisite: Junior/senior standing.*

**HENU 560 ADVANCED NUTRITION COUNSELING FOR DIVERSE POPULATION GROUPS 3**

Topics include ethnic variations in health care beliefs; culturally sensitive nutrition counseling skills, developmental skills and dietary behaviors of children, adolescents and aging adults and nutrition counseling approaches for these age groups. Six hours of nutrition counseling clinical experience required.

*Prerequisite: HENU 482 Nutrition Counseling or equivalent.*

# LEGAL STUDIES

*Chairperson: Dr. Marilyn R. Tayler*

*Graduate Advisors: Dr. Barbara A. Nagle (Master of Arts in Legal Studies and Dispute Resolution Concentration)*

*Dr. Jack Baldwin-LeClair (Law Office Management and Technology Concentration)*

The Master of Arts in Legal Studies offers a program of study for students seeking advanced preparation in legal studies. It provides academic opportunities leading to career enhancement for legal professionals. The degree offerings are on the cutting edge of specialty areas such as dispute resolution, law office management, legal technology, trademark law, ethics and professional responsibility.

Legal Studies provides graduate instruction through a broad range of topics which develop the student's critical understanding of law. Graduate offerings in Legal Studies are designed:

- \*To advance the study of law within the context of an interdisciplinary liberal arts education.
- \*To provide a more advanced level of legal knowledge in order to enhance professional development.
- \*To prepare for the technologically sophisticated legal environment of the twenty-first century.
- \*To develop theoretical and practical knowledge of advocacy and dispute resolution.
- \*To develop advanced legal research and writing abilities.
- \*To enhance analytical and critical thinking skills essential to the legal field.

Students may choose the general program without a concentration or they may choose between the concentration in Law Office Management and Technology or in Dispute Resolution. In the general program, students have the opportunity to include courses from both concentrations.

The programs of the department of Legal Studies serve as prototypes, blending the liberal arts with sound preparation for legal professions. Many career alternatives are possible for graduates in government, the corporate sector and private arenas. Graduate course work in legal studies serves the needs of a broad range of professionals including:

- \*Supervisors; claims managers; compliance officers; affirmative action officers; contract managers; law office managers and administrators; government administrators and officials at the federal, state, county and local levels; public and nonprofit administrators; and information specialists.
- \*Paralegal managers; legal assistant/paralegals; human resource officers; investigators; criminal justice professionals; legal advocates for victims of domestic violence, the disadvantaged and the physically and mentally challenged.
- \*Primary and secondary school teachers desiring education in law or conflict resolution/peer mediation; consultants; newspaper reporters; practitioners in the field of dispute resolution; professionals who utilize dispute resolution in various forums, such as labor, insurance and financial markets.



In contrast to the Master of Arts in Legal Studies, the Post-Baccalaureate Paralegal Studies Certificate Program is an appropriate course of study for entry level preparation. Students may elect to pursue the Post-Baccalaureate Certificate and also the Master of Arts degree. Contact the Department of Legal Studies for further information.

## ADMISSION REQUIREMENTS

Candidates for admission must have a baccalaureate degree from an accredited college or university and meet the university's minimum requirements for the Graduate Records Examination. In addition, candidates for admission to the M.A. in Legal Studies must meet the following university and department requirements:

- minimum cumulative grade point average of 2.75 for their undergraduate work
- minimum cumulative grade point average of 2.75 in core prerequisite courses

Candidates with marginal credentials may be accorded deferred matriculation status and permitted to enroll in a maximum of two graduate courses in the program. If they attain a combined minimum grade point average of 3.0 in two Legal Studies graduate courses, they may apply for full matriculation status in the program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES

Prerequisite Core (9 credits not counted towards the MA degree):	
An introductory law course (LSPR 200, LSLW 200, LSLW 300)* .....	3
Foundations of Legal Research (LSPR 312)* .....	3
Civil Litigation (LSPR 220)* .....	3

*\*Equivalent undergraduate courses from other institutions may be substituted.*

I.	Required Courses .....	9
	LSLW 501 Ethical and Professional Issues in the Legal Environment .....	3
	LSLW 511 Advanced Legal Research and Writing .....	3
	LSLW 600 Thesis Seminar in Legal Studies .....	3
II.	Select eight courses from the following .....	24
	LSLW 512 Statutory and Regulatory Analysis .....	3
	LSLW 520 Private Civil Responsibility: Contracts and Torts .....	3
	LSLW 531 Administrative Practice and Procedure .....	3
	LSLW 538 Trademark Law .....	3
	LSLW 540 Criminal Trial Preparation .....	3
	LSLW 580 Field Experience in Legal Studies	
	OR	
	LSLW 581 Cooperative Education in Legal Studies .....	4
	LSLW 599 Selected Topics in Legal Studies .....	3
	LSLW 551 Negotiation Theory and Practice .....	3
	LSLW 552 Mediation Theory and Practice .....	3
	LSLW 553 Arbitration and Other Alternative Adjudicative Processes .....	3
	LSLW 554 Peer Mediation in Educational Settings .....	3



LSLW 555	Family Mediation .....	3
LSLW 556	Dispute Resolution in the Workplace .....	3
LSLW 558	Cross-Cultural Conflict Resolution .....	3
LSLW 572	Litigation Management .....	3
LSLW 578	Legal Aspects of Human Resource Management .....	3
LSLW 579	Private Sector Compliance with Public Regulations .....	3
LSPR 411	Advanced Patent, Trademark and Copyright Law .....	3
LSPR 420	Advanced Civil Litigation .....	3
LSPR 441	Advanced Computer Applications in the Law Office .....	3
LSPR 450	Law Office Management .....	3

III. Elective (one course from departmental list of approved courses) ..... 3

Total semester hours: 36

Note: Students may not select more than 25% of their course work from courses at the 400 level.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN DISPUTE RESOLUTION

Prerequisite Core (9 credits not counted towards the MA degree):

An introductory law course (LSPR 200, LSLW 200, LSLW 300)* .....	3
Foundations of Legal Research (LSPR 312)* .....	3
Civil Litigation (LSPR 220)* .....	3

Recommended prerequisite: Negotiation, Mediation and Arbitration (LSPR 402)\* .... 3

*\*Equivalent undergraduate courses from other institutions may be substituted.*

I. Required Courses .....	9
LSLW 501 Ethical and Professional Issues in the Legal Environment .....	3
LSLW 511 Advanced Legal Research and Writing .....	3
LSLW 600 Thesis Seminar in Legal Studies .....	3
II. Select five courses from the following .....	15
LSLW 551 Negotiation Theory and Practice .....	3
LSLW 552 Mediation Theory and Practice .....	3
LSLW 553 Arbitration and Other Alternative Adjudicative Processes .....	3
LSLW 554 Peer Mediation in Educational Settings .....	3
LSLW 555 Family Mediation .....	3
LSLW 556 Dispute Resolution in the Workplace .....	3
LSLW 558 Cross-Cultural Conflict Resolution .....	3
III. Select three courses from the following .....	9
LSLW 512 Statutory and Regulatory Analysis .....	3
LSLW 520 Private Civil Responsibility: Contracts and Torts .....	3
LSLW 531 Administrative Practice and Procedure .....	3
LSLW 538 Trademark Law .....	3
LSLW 540 Criminal Trial Preparation .....	3

LSLW 572	Litigation Management .....	3
LSLW 578	Legal Aspects of Human Resource Management .....	3
LSLW 579	Private Sector Compliance with Public Regulations .....	3
LSLW 580	Field Experience in Legal Studies	
	OR	
LSLW 581	Cooperative Education in Legal Studies .....	4
LSLW 599	Selected Topics in Legal Studies .....	3
LSPR 411	Advanced Patent, Trademark and Copyright Law .....	3
LSPR 420	Advanced Civil Litigation .....	3
LSPR 441	Advanced Computer Applications in the Law Office .....	3
LSPR 450	Law Office Management .....	3
IV.	Elective (one course from departmental list of approved courses) .....	3
	Total semester hours:	36

Note: Students may not select more than 25% of their course work from courses at the 400 level.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN LAW OFFICE MANAGEMENT AND TECHNOLOGY

Prerequisite Core (12 credits not counted towards the MA degree):

An introductory law course (LSPR 200, LSLW 200, LSLW 300)* .....	3
Foundations of Legal Research (LSPR 312)* .....	3
Civil Litigation (LSPR 220)* .....	3
Computer Applications in the Legal Environment (LSPR 440)* .....	3

*\*Equivalent undergraduate courses from other institutions may be substituted.*

I.	Required Courses .....	9
	LSLW 501 Ethical and Professional Issues in the Legal Environment .....	3
	LSLW 511 Advanced Legal Research and Writing .....	3
	LSLW 600 Thesis Seminar in Legal Studies .....	3
II.	Select five courses from the following .....	15
	LSLW 572 Litigation Management .....	3
	LSLW 578 Legal Aspects of Human Resource Management .....	3
	LSLW 579 Private Sector Compliance with Public Regulations .....	3
	LSPR 420 Advanced Civil Litigation .....	3
	LSPR 441 Advanced Computer Applications in the Law Office .....	3
	LSPR 450 Law Office Management .....	3
III.	Select three courses from the following .....	9
	LSLW 512 Statutory and Regulatory Analysis .....	3
	LSLW 520 Private Civil Responsibility: Contracts and Torts .....	3
	LSLW 531 Administrative Practice and Procedure .....	3
	LSLW 538 Trademark Law .....	3
	LSLW 540 Criminal Trial Preparation .....	3
	LSLW 551 Negotiation Theory and Practice .....	3
	LSLW 552 Mediation Theory and Practice .....	3

LSLW 553	Arbitration and Other Alternative Adjudicative Processes .....	3
LSLW 554	Peer Mediation in Educational Settings .....	3
LSLW 555	Family Mediation .....	3
LSLW 556	Dispute Resolution in the Workplace .....	3
LSLW 558	Cross-Cultural Conflict Resolution .....	3
LSLW 580	Field Experience in Legal Studies	

OR

LSLW 581	Cooperative Education in Legal Studies .....	4
LSLW 599	Selected Topics in Legal Studies .....	3
LSPR 411	Advanced Patent, Trademark and Copyright Law .....	3

IV. Elective (one course from departmental list of approved courses) ..... 3

Total semester hours: 36

Note: Students may not select more than 25% of their course work from courses at the 400 level.

## LEGAL STUDIES

### Course Descriptions

#### Semester Hours

#### **LSLW 501 ETHICAL AND PROFESSIONAL ISSUES IN THE LEGAL ENVIRONMENT 3**

A study of ethical and professional issues faced in the legal environment. Familiarization with existing and proposed ethical standards and guidelines. Development of a framework from which to undertake the analysis of ethical dilemmas. Analysis of issues of propriety and responsibility.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.*

#### **LSLW 511 ADVANCED LEGAL RESEARCH AND WRITING 3**

Advanced study of legal research methodology and legal analysis which includes preparation of scholarly legal research papers. Exploration of ethical and philosophical issues related to legal research and writing applications.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.*

#### **LSLW 512 STATUTORY AND REGULATORY ANALYSIS 3**

Study of legislative and administrative processes including the creation, application and interpretation of statutory and administrative law. Required research includes use of primary and secondary legislative and administrative law materials as well as legislative history.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.*



**LSLW 520 PRIVATE CIVIL RESPONSIBILITY: CONTRACTS AND TORTS 3**

Study of theoretical and substantive aspects of common law actions in comparison with statutory enactments affecting the relationships of individuals under covenant or duty.

*Prerequisites:* LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.

**LSLW 531 ADMINISTRATIVE LAW 3**

A critical analysis of the body of law which regulates government agencies and their relations with the public. Examination of federal and state administrative law, regulations, rules and procedures.

*Prerequisites:* LSPR 200 or LSLW 200 or LSPR 300; and LSPR 220; and LSPR 312 or equivalents.

**LSLW 538 TRADEMARK LAW 3**

Comprehensive study of procedural and substantive aspects of trademark selection, registration, use and protection within the context of intellectual property.

*Prerequisites:* LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.

**LSLW 540 CRIMINAL TRIAL PREPARATION 3**

Preparation and trial of a criminal case as studied through case law, procedures, techniques and strategies. Contrast of New Jersey and Federal criminal procedure. Study of investigation, pleadings, motions, discovery, jury selection, evidentiary problems, direct and cross-examination and summations. Extensive use of simulation exercises.

*Prerequisites:* LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.

**LSLW 551 NEGOTIATION THEORY AND PRACTICE 3**

In-depth study of negotiation theories and practical applications. Includes an examination and comparison of various negotiation theories and critical skills needed to be an effective negotiator. Extensive role plays. Study of ethical and policy issues.

*Prerequisites:* LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312; or equivalents. LSPR 402 recommended.

**LSLW 552 MEDIATION THEORY AND PRACTICE 3**

In-depth examination of the theory and practical applications of mediation. Integration of ethical and policy issues and applications through role plays. Study of how the various applications affect the mediation process and the court's role in the development of mediation.

*Prerequisites:* LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312; or equivalents. LSPR 402 recommended.

**LSLW 553 ARBITRATION AND OTHER ALTERNATIVE ADJUDICATIVE PROCESSES 3**

In-depth examination of the theory and applications of arbitration and other adjudicative processes. Utilization of role plays to expand student knowledge and ability to understand increasingly complex issues. Examination of policy and ethical issues and exploration of case law research.

*Prerequisites:* LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220 and LSPR 312; or equivalents. LSPR 402 recommended.



**LSLW 554 PEER MEDIATION IN EDUCATIONAL SETTINGS 3**

Comprehensive study of the theory and application of interpersonal conflict resolution processes between and among individual students and groups of similar status in primary, secondary and higher education.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.*

**LSLW 555 FAMILY MEDIATION 3**

Theoretical and practical aspects of mediation in the family law context. Overview of the laws which govern and affect the formation, maintenance and dissolution of the family unit. Study of the increasingly important role of family mediation both privately and within the judicial structure. Integration of ethical and practical considerations and enhancement of student understanding through role plays and independent research.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.*

**LSLW 556 DISPUTE RESOLUTION IN THE WORKPLACE 3**

Critical study of procedural and substantive legal principles of dispute resolution in the workplace. Exploration of procedures such as negotiation, mediation, arbitration, fact finding, and grievance resolution through collective bargaining which is the core of dispute resolution in both private and public sector employment.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.*

**LSLW 558 CROSS-CULTURAL CONFLICT RESOLUTION 3**

Intensive study and application of theories and techniques of cross-cultural conflict resolution. Examination of issues of race, ethnicity, gender, religion, and sexual preference within the context of dominant Western culture.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.*

**LSLW 572 LITIGATION MANAGEMENT 3**

Study of procedural and substantive principles of litigation management which interface with technology in the legal environment. Applications of computer software within the flow of the discovery process. Integration of knowledge essential for a career as a supervising paralegal, litigation manager, or division supervisor.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312; and LSPR 440 or equivalents.*

**LSLW 578 LEGAL ASPECTS OF HUMAN RESOURCE MANAGEMENT 3**

In-depth study of procedural and substantive legal principles of human resource management. Exploration of the various procedures which can and should shape the work environment in both private and public employment.

*Prerequisites: LSPR 200 or LSLW or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.*

**LSLW 579 PRIVATE SECTOR COMPLIANCE WITH  
PUBLIC REGULATIONS**

**3**

In-depth study of federal and state requirements of compliance with public regulations in the areas of labor, employment, employee benefits, affirmative action, equal pay, and other federal and state mandated policies. Exploration of the interplay of various statutory and common law requirements governing private organizations which function in the United States.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.*

**LSLW 580 FIELD EXPERIENCE IN LEGAL STUDIES**

**3**

Application of academic theories to field experience of 120 hours over a semester in a legal environment reflective of the student's course of study. Research of issues related to placement and/or ethical issues.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents. Completion of a minimum of LSLW 501, LSLW 511 and 18 additional credits towards the M.A.*

**LSLW 581 COOPERATIVE EDUCATION IN LEGAL STUDIES**

**3**

Application of academic theories to compensated field experience of 20 hours per week in a legal environment reflective of the student's course of study. Research of issues related to placement and/or ethical issues.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 300 or equivalents. Completion of a minimum of LSLW 501, LSLW 511 and 18 additional credits toward the M.A.*

**LSLW 599 SELECTED TOPICS IN LEGAL STUDIES**

**3**

Examination of a current topic in the legal environment that is of significance. Analysis of theoretical foundations and practical applications in the area studied. Development of the ability to critically analyze, observe, and research the topic under examination, as well as prepare a research paper.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents; permission of department.*

**LSLW 600 THESIS SEMINAR IN LEGAL STUDIES**

**3**

Seminar for the M.A. student in Legal Studies who is completing a thesis. Designed to facilitate the writing of the thesis by providing students with an opportunity to discuss their work with a faculty facilitator and other M.A. students. Course can only be taken after at least 27 credits of the M.A. program have been completed and a thesis topic has been approved.

*Prerequisites: LSPR 200 or LSLW 200 or LSLW 300; and LSPR 220; and LSPR 312 or equivalents.*

# PARALEGAL STUDIES CERTIFICATE

*Certificate Advisor: Dr. Norma C. Connolly*

The Department of Legal Studies offers a Paralegal Studies Certificate Program for post-baccalaureate students which includes a balanced and varied background in the legal fundamentals, appropriate skills, and practical field work experience necessary for employment as a legal assistant. The program develops intellectual and analytical skills, educates students for direct employment opportunities in the paralegal field, and provides additional career possibilities in combination with a student's undergraduate degree.

The Montclair State University Paralegal Studies Program is the first and only program at a state college or university in New Jersey to receive American Bar Association approval. A certificate of completion is awarded to all students who meet program standards, fulfill the 24 credit hours required in the program, and have completed a bachelor's degree. All courses in the program are undergraduate courses. However, post-baccalaureate students who meet all course prerequisites may, with departmental permission, substitute up to two graduate Legal Studies courses (at the 500 level) within the Paralegal Studies Program.

In addition to the general law program, there are three possible concentrations within the Paralegal Studies Program: Hispanic concentration for bilingual students; Litigation concentration; and Patent, Trademark and Copyright concentration.

## PARALEGAL STUDIES PROGRAM

### I. Required Courses (12 semester hours):

LSPR 200	Introduction to Paralegalism .....	3
LSPR 220	Civil Litigation .....	3
LSPR 312	Foundations of Legal Research .....	3
LSPR 362	Legal Writing .....	3

### II. Choice of 3 of the following (9 semester hours):

LSPR 301	Criminal Law and Procedure .....	3
LSPR 304	Real Estate Law .....	3
LSPR 305	Immigration Law .....	3
LSPR 306	Contract Law for Paralegals .....	3
LSPR 310	Fundamentals of Patent, Trademark and Copyright Law .....	3
LSPR 322	Wills, Trusts, and Probate Law .....	3
LSPR 330	Domestic Relations Law .....	3
LSPR 332	Personal Injury Law .....	3
LSPR 336	Corporations and Partnerships .....	3
LSPR 420	Advanced Civil Litigation .....	3
LSPR 440	Computer Applications in the Legal Environment .....	3

### III. LSPR 497 Paralegal Seminar and Internship .....

*or*

LSPR 498	Cooperative Education: Paralegal Studies .....	4-8
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**Total Semester Hours for the Program ..... 24-29**

Note: In Group II, students may substitute up to two courses from the following:

LSPR	360	Advanced Legal Research .....	3
LSLW	388	Trial Techniques and Strategies .....	3
LSPR	402	Negotiation, Mediation and Arbitration .....	3
LSPR	411	Advanced Patent, Trademark and Copyright Law .....	3
LSPR	441	Advanced Computer Applications in the Law Office Environment .....	3
LSPR	450	Law Office Management and Technology .....	3
LSPR	499	Selected Topics in Paralegal Studies .....	3

Students may substitute one law-related course from the following:

BSLW	261	Legal Environment of Business I (instead of LSPR 306) .....	3
LSPR	316	Skills for Bilingual Legal Personnel .....	3
POLS	321	Law in Society: Criminal Law (instead of LSPR 301) .....	3

Alternatively, with departmental permission, seniors and post-baccalaureate students who meet all prerequisites, may substitute two courses at the 500 level from the Legal Studies Department.

### Concentrations

#### Hispanic Concentration (for bilingual students)

##### Required Course:

LSPR	316	Skills for Bilingual Legal Personnel .....	3
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#### Litigation Concentration

##### Required Courses:

LSPR	332	Personal Injury Law .....	3
LSPR	420	Advanced Civil Litigation .....	3

#### Patent, Trademark and Copyright Concentration

##### Required Courses:

LSPR	310	Fundamentals of Patent, Trademark and Copyright Law .....	3
LSPR	411	Advanced Patent, Trademark and Copyright Law .....	3

For all concentrations, the internship must be done in the area of concentration.



# LEGAL STUDIES

## Course Descriptions

Semester  
Hours

### **LSPR 200 INTRODUCTION TO PARALEGALISM 3**

An introduction to the legal system and the legal process, particularly as it operates in the state of New Jersey. The roles of the lawyer and the paralegal within the legal system. Familiarization with basic subject areas of law. Introduction to computer applications in law. Ethical considerations. Specific paralegal skills in interviewing, investigation and advocacy.

### **LSPR 220 CIVIL LITIGATION 3**

The terminology of a civil law suit. Substantive and procedural principles relating to all stages of a civil law suit from commencement to judgement, particularly as applied to New Jersey civil practice rules. Drafting of pleadings, motions and other documents in a civil law suit. Trial and appellate procedures.

*Prerequisite or corequisite: LSPR 200 or LSLW 200 or LSLW 300.*

### **LSPR 301 CRIMINAL LAW AND PROCEDURE 3**

Legal concepts of criminal law and their application to criminal procedure. Contrast between civil law and criminal law. Study of crimes against persons, property and the public. Searches and seizure, arrest and interrogation. Students may take LSPR 301 or POLS 321 in the Paralegal Studies Program and the Criminal Justice Minor, but not both courses.

### **LSPR 304 REAL ESTATE LAW 3**

Principles of real estate law and transactions. Contracts, mortgages, surveys, title, RESPA. Conveyances of real property from the standpoint of seller and purchaser. Landlord-tenant relations. Forms and documents utilized by paralegals in real estate law.

*Prerequisite: LSPR 200.*

### **LSPR 305 IMMIGRATION LAW 3**

Basic overview of Immigration and Nationality Act, as well as historical and sociological perspective of U.S. Immigration. Practice and procedure of immigration law as it pertains to both administrative agency processing and consular processing. Visa applications, naturalization, citizenship, deportation, exclusion, asylum and refugee practice.

*Prerequisite: LSPR 200.*

### **LSPR 306 CONTRACT LAW FOR PARALEGALS 3**

Theoretical foundations and practical applications of contract law in the common law tradition as modified by the Uniform Commercial Code. Drafting of contracts. Current developments in computer applications related to contract law. Paralegal Studies Program. Students may take LSPR 306 or BSLW 261 in the Paralegal Studies Program but not both courses.

*Prerequisite: LSPR 200.*

**LSPR 310 FUNDAMENTALS OF PATENT, TRADEMARK AND COPYRIGHT LAW 3**

Substantive principles of patent, trademark and copyright law including categories and standards of patentability, categories of trademarks and categories of copyrightable subject matter. Assignment and licensing of such proprietary rights. Litigation involving acts of infringement including related areas of anti-trust law and unfair competition.

**LSPR 312 FOUNDATIONS OF LEGAL RESEARCH 3**

Study of principles, methods and applications of legal research. The use of a law library, including case law, statutory law and other sources. The development of legal research skills in the preparation of work in the field of law. Familiarization with computer-assisted legal research.

*Prerequisite or Corequisite: LSPR 200 or LSLW 200 or LSLW 300. Not open to freshmen.*

**LSPR 316 SKILLS FOR BILINGUAL LEGAL PERSONNEL 3**

Translating, interpreting and cultural fluency as applied to the legal field and in particular to the role of bilingual paralegals.

*Prerequisite: Fluency in Spanish required.*

**LSPR 322 WILLS, TRUSTS AND PROBATE LAW 3**

Basic concepts, practice, and procedure in wills, probate, and trusts. Includes will drafting, estate planning, probate procedures and estate administration. Forms and questionnaires utilized by paralegals in these areas.

*Prerequisites: LSPR 200, 220.*

**LSPR 330 DOMESTIC RELATIONS LAW 3**

Basic concepts of domestic relations law and family law practice. Includes ante-nuptial agreements, formal ties of marriage, separation agreements, divorce. Familiarization with forms and procedures utilized by paralegals in domestic relations law.

*Prerequisites: LSPR 200, 220, 312.*

**LSPR 332 PERSONAL INJURY LAW 3**

Legal concepts and terminology of personal injury law, both substantive and procedural. Negligence, medical malpractice, products liability. Drafting of pleadings and other documents utilized by paralegals in personal injury practice.

*Prerequisites: LSPR 200, 220, 312.*

**LSPR 336 CORPORATIONS AND PARTNERSHIPS 3**

Legal characteristics and tax aspects related to sole proprietorship, partnership, limited partnership and corporation. Formation, operation and dissolution of the corporate entity. Drafting of legal forms utilized by paralegals in these areas.

*Prerequisites: LSPR 200, 220, and either LSPR 306 or BSLW 261.*

**LSPR 360 ADVANCED LEGAL RESEARCH 3**

Refinement of principles and methods of legal research in working with statutes, case law and other legal sources. Application of legal research techniques to practical legal problems. Preparation of more complex legal research projects.

*Prerequisites: LSPR 312, 362.*

**LSPR 362 LEGAL WRITING 3**

Application of legal research, method and analysis to legal writing. Students are required to perform various kinds of legal writing assignments and to demonstrate ability to identify legal problems, analyze them based upon the related law and theory, and solve problems with resulting written work product.

*Prerequisite: LSPR 312.*

**LSPR 402 NEGOTIATION, MEDIATION AND ARBITRATION 3**

An in-depth study of complementary forms of dispute resolution as compared and contrasted with the traditional judicial system. Students study the theoretical background and receive training in mediation, negotiation and arbitration. Students may take LSLW 220 or LSPR 402, but not both courses. Students in the Paralegal Studies Program should take LSPR 402.

**LSPR 411 ADVANCED PATENT, TRADEMARK AND COPYRIGHT LAW 3**

Procedural principles of patent, trademark and copyright law including prosecution of patent and trademark applications in the U.S. Patent and Trademark Office, preparation and filing of trademark applications and preparation of applications to register claims to copyright in the U.S. Copyright Office. Litigation procedures for acts of infringement relating to such proprietary rights.

*Prerequisite: LSPR 310.*

**LSPR 420 ADVANCED CIVIL LITIGATION 3**

Refinement of substantive and procedural principles relating to all stages of a civil law suit from commencement of suit through judgment and appeal as applied in New Jersey. Theoretical foundations and practical applications in the state court system contrasted with the federal court system.

*Prerequisite: LSPR 220.*

**LSPR 440 COMPUTER APPLICATIONS IN THE LEGAL ENVIRONMENT 3**

Applications of computer software in the legal environment. Legal applications of word processing, databases and spreadsheets. Legal software for document generation, document management, financial management, time billing, time and docket management, computer-assisted legal research and information management in the workflow process.

*Prerequisites: LSPR 200, 220, 312. For undergraduates only, completion of the Computer Science General Education Requirement is a prerequisite.*

**LSPR 441 ADVANCED COMPUTER APPLICATIONS IN THE LAW OFFICE ENVIRONMENT 3**

Applications and operation of computer programs designed specifically to assist in the practice of law or the management of a law office and to provide students with a conceptual basis for evaluation, application and operation of other legal application programs which may become available to students. The course builds upon the background and knowledge acquired in the prerequisite *Computer Applications in the Legal Environment*.

*Prerequisites: LSPR 200, 312, 440.*

**LSPR 450 LAW OFFICE MANAGEMENT AND TECHNOLOGY 3**

Theoretical foundations and practical applications of law office management and technology. Hands-on and theoretical problems dealing with work product and workflow in the legal environment. Consideration of processes such as legal document management and assembly, case management, database management, human resource management, and technological interfaces with traditional processes.

*Prerequisites: LSPR 200, 220, 312.*

**LSPR 497 PARALEGAL SEMINAR AND INTERNSHIP 3**

Field work experience of 90 hours in a private sector law office, corporation, bank, or public sector agency. Required classroom seminar includes computer-assisted legal research and resume writing.

*Prerequisites: LSPR 200, 220, 312 departmental approval.*

*Prerequisites or Corequisites: 4 legal specialty or law-related courses selected from courses approved within the Paralegal Studies Program or from the approved departmental list.*

**LSPR 498 COOPERATIVE EDUCATION: 4 - 8**  
**PARALEGAL STUDIES**

Academic study integrated with supervised paid employment situation in the legal environment outside of the formal classroom setting. Part-time (20 hours per week) or full-time (40 hours per week). Required classroom seminar includes computer-assisted legal research and resume writing.

*Prerequisites: LSPR 200, 220, 312; departmental approval.*

*Prerequisites or Corequisites: 4 legal specialty or law-related courses selected from courses approved within the Paralegal Studies Program or from the approved departmental list.*

**LSPR 499 SELECTED TOPICS IN PARALEGAL STUDIES 3**

Exploration of a significant area of Paralegal Studies such as administrative law, bankruptcy, environmental law, as well as new and evolving legal areas. The specific topic will be announced each time the course is offered.

*Prerequisites: Vary according to the topic offered.*



# LINGUISTICS

*Chairperson: Dr. Mary E. Call*  
*Graduate Advisor: Dr. Milton S. Seegmiller*

The M.A. in Applied Linguistics prepares students for careers in a variety of professions where an understanding of language is essential. Students may choose to concentrate their studies in one of several areas; among these are second language learning and teaching, TESL, discourse analysis, computational linguistics, language policy and language planning. As an example, students who are interested in the interaction between language and society might choose to take APLN 530 Language Policy and Language Planning, APLN 532 Languages and Culture, and APLN 534 Languages in Contact as three of their electives. Certification in Teaching English as a Second Language (TESL) as a second teaching field is available for students who already hold certification in another field. To be eligible for certification in Teaching English as a Second Language (TESL), students must choose four appropriate TESL-related electives and two free electives (from the lists below) in addition to fulfilling the requirements for all M.A. students.

Students in other programs may elect Linguistics courses with their advisor's prior approval.

## CERTIFICATION IN TEACHING ENGLISH AS A SECOND LANGUAGE AS A SECOND TEACHING FIELD

To be eligible for certification in Teaching English as a Second Language (TESL) as a second teaching field, students must complete a course of study of 18 semester hours. Interested students should contact the Linguistics Department for the list of required courses.

## ADMISSIONS REQUIREMENT

Candidates must fulfill the criteria for graduate matriculation at Montclair State University listed in this catalogue (Admission to Graduate Study). After they have been accepted, candidates will consult with the Graduate Advisor in the Linguistics Department to plan their individual programs of study.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED LINGUISTICS

The M.A. in Applied Linguistics requires the successful completion of 36 semester hours, a comprehensive exam, and a 1 semester hour research requirement (described below in IV). The 36 semester hours of course work include a core of 18 semester hours required of all students. The remaining 18 semester hours will be chosen from among the approved electives in consultation with the Graduate Advisor.

	Semester Hours
I. Required Courses .....	18
* APLN 500 Language and Linguistics .....	3
APLN 502 Sociolinguistics .....	3

	APLN 504	Syntax .....	3
	APLN 505	Semantics and Pragmatics .....	3
	APLN 506	Phonetics and Phonology .....	3
	APLN 508	Research Design in Applied Linguistics .....	3
	<i>*Waived for students with a background in linguistics; an additional elective is to be taken.</i>		
II.	Electives-Group I .....		6
	Students select at least 2 of the following 7 courses:		
	(Additional courses taken from Group I will also count towards a student's electives.)		
	APLN 510	Discourse Analysis .....	3
	+APLN 520	Current Theories of Second Language Acquisition .....	3
	APLN 530	Language Policy and Language Planning .....	3
	APLN 540	Literacy .....	3
	APLN 550	Computational Linguistics .....	3
	APLN 560	Translation Theory .....	3
	APLN 570	The Structure of American Sign Language .....	3
III.	Electives-Group II .....		12
	Students elect 4 courses from the list below and/or from the above list:*		
	APLN 512	Cross-Cultural Discourse Analysis .....	3
	APLN 518	Forensic Linguistics .....	3
	APLN 522	Sociocultural Theory and Second Language Acquisition/Learning .....	3
	+APLN 524	Advanced Structure of American English .....	3
	+APLN 525	Methodology of Teaching ESL .....	3
	APLN 526	Computer-Assisted Language Instruction .....	3
	APLN 528	Language Testing and Assessment .....	3
	+APLN 532	Language and Culture .....	3
	APLN 534	Languages in Contact .....	3
	APLN 535	Language Policy in Nations in Transition .....	3
	APLN 536	Languages of the U.S.A. ....	3
	APLN 538	Cross-Cultural Perspectives on Language Socialization .....	3
	APLN 542	Cross-Cultural Perspectives on Literacy .....	3
	APLN 544	Linguistics and Reading .....	3
	APLN 552	Current Issues in Natural Language Processing .....	3
	APLN 565	Lexicography .....	3
	APLN 590	Selected Topics in Applied Linguistics .....	3
	APLN 594	Independent Study .....	3
	APLN 596	Independent Study .....	3

*+Students interested in completing certification in TESL as a second teaching field must take these electives from Group I and from Group II. APLN 529 TESL Practicum does not count as an elective for the M.A. in Applied Linguistics but is a New Jersey State Requirement for TESL certification as a second teaching field.*

*\*In consultation with the Linguistics Department's Graduate Advisor, students may elect to take up to 3 courses from a list of appropriate courses offered by other departments.*

IV.	Research Requirement	
	APLN 605 Independent Research .....	1
	<i>(A grade of no credit (NC) will be used until the research is completed; may be repeated 3 times.)</i>	

All students are required to do an original piece of linguistics research in order to complete their M.A. in Applied Linguistics. This research is to be presented in the form of a paper of at least 30 pages. The paper may be a revision of one written for a graduate course in Linguistics. The paper will be read and approved by the faculty member supervising the independent research as well as by two other faculty members; one of the other two faculty can be from outside of the Linguistics department. A twenty-minute oral presentation of the research will be given by the student at an annual Linguistics Department Colloquium.

V.	Comprehensive Examination	
		Total semester hours: 37

# LINGUISTICS

## Course Descriptions

	Semester Hours
<b>APLN 500 LANGUAGE AND LINGUISTICS</b>	<b>3</b>
An overview of the study of language and linguistics intended to provide students with a clear understanding of human language and with the conceptual foundations of linguistics. The course will expose students to several major areas within linguistics: language acquisition, phonetics, phonology, morphology, syntax, semantics and pragmatics. It will introduce the major tenets and principles of linguistics without surveying the areas treated in the other graduate courses in the department. It is a prerequisite for all other courses in the M.A. program.	
<b>APLN 502 SOCIOLINGUISTICS</b>	<b>3</b>
The study of language in its social context with a focus on language variation. Topics include language and social class, language and ethnicity, language and gender, and the study of standard versus nonstandard varieties of language. <i>Prerequisite: APLN 500 or equivalent.</i>	
<b>APLN 504 SYNTAX</b>	<b>3</b>
An investigation of the findings of theoretical syntax and the valuable insights which these provide for syntactic analysis in language teaching, for language-learning texts, for translation, for work in artificial intelligence, etc. <i>Prerequisite: APLN 500 or equivalent.</i>	



**APLN 505 SEMANTICS AND PRAGMATICS 3**

An exploration of the main tenets of contemporary semantics and pragmatics, the areas of linguistics that examine various aspects of meaning. The course investigates the boundaries between semantics and pragmatics by studying utterance meaning as well as lexical and sentence meaning. Students will learn about the applications of semantics and pragmatics to a variety of areas of applied linguistics.

*Prerequisite: APLN 500 or equivalent.*

**APLN 506 PHONETICS AND PHONOLOGY 3**

The study of the basic principles of phonetics and phonology, and the relevance of these principles to a variety of applications, including foreign-language teaching, speech pathology, and the analysis and synthesis of speech by computer.

*Prerequisite: APLN 500 or equivalent.*

**APLN 508 RESEARCH DESIGN IN APPLIED LINGUISTICS 3**

A course to train students in research design, methodology and data collection procedures. Students learn skills which prepare them for administrative and research positions in fields such as language planning, ESL curriculum evaluation and language learning measurement.

*Prerequisite: APLN 500 or equivalent.*

**APLN 510 DISCOURSE ANALYSIS 3**

An investigation of the techniques used in discourse analysis, the branch of linguistics which studies how to analyze naturally occurring connected speech. Discourse analysis is the study of the organization of language above the sentence level including the structure of conversations. It considers language in a social context, in particular the language used in verbal interactions.

*Prerequisite: APLN 500 or equivalent.*

**APLN 512 CROSS-CULTURAL DISCOURSE ANALYSIS 3**

A discourse analytic examination and comparison of the verbal practices and communicative strategies of different linguistic, social and cultural groups. Students will broaden their understanding of discourse analysis by investigating verbal interactions that take place in different languages and within a variety of cultural contexts.

*Prerequisites: APLN 500 and 510.*

**APLN 518 FORENSIC LINGUISTICS 3**

The study of the role of the linguist in the field of law. The course analyzes the difference between "truth" as defined by science and by the law. It describes how linguists can serve as "expert witnesses" in civil cases and in a wide range of criminal investigations. It also explores how dialect study, discourse analysis, lexical analysis, phonetics, pragmatics, etc. can provide linguistic evidence crucial to litigation.

*Prerequisite: APLN 500 or equivalent.*

**APLN 520 CURRENT THEORIES OF  
SECOND LANGUAGE ACQUISITION 3**

An in-depth analysis of the processes of child and adult second language acquisition (SLA) and how it differs from first language acquisition and the implications of these theories for the teaching and learning of second languages. The application of sociolinguistics and psycholinguistics to language teaching.

*Prerequisite: APLN 500 or equivalent.*



**APLN 522 SOCIOCULTURAL THEORY AND SECOND LANGUAGE ACQUISITION/LEARNING 3**

An examination of the basic tenets of sociocultural theory of mind and their application to various aspects of second language acquisition/learning. The results of recent studies present evidence that collaborative mental activity carried out through linguistic means promotes second language learning. At the core of this theory is the principle of linguistically mediated cognition; that is, growth in mental abilities is mediated through language working in collaboration with others.

*Prerequisite: APLN 500.*

**APLN 524 ADVANCED STRUCTURE OF AMERICAN ENGLISH 3**

A detailed analysis of the phonological and grammatical structures of American English; advanced study of the social and stylistic varieties of American English; various theories of English grammar are studied.

*Prerequisite: APLN 500 or equivalent.*

**APLN 525 METHODOLOGY OF TEACHING ESL 3**

The study of current issues in the teaching of English as a Second Language. Issues may include innovative teaching methodologies, the application of language learning theories to classroom teaching and the adaptation and development of instructional materials.

*Prerequisite: APLN 500 or equivalent*

**APLN 526 COMPUTER-ASSISTED LANGUAGE INSTRUCTION 3**

Designed for prospective and experienced foreign language and ESL teachers who are interested in exploring the following areas: the use of networked-based computer instruction; authentic interactive language instruction via the World Wide Web; and use and evaluation of currently available software and CD Roms for teaching second and foreign languages. This course is intended to introduce students to the use of computer-mediated language instruction and to the evaluation and selection of software for language learning.

*Prerequisite: APLN 500 or equivalent.*

**APLN 528 LANGUAGE TESTING AND ASSESSMENT 3**

Basic concepts of testing: reliability, validity, correlation, etc. Statistical concepts: correlation coefficient, standard deviation, etc. Testing individual language skills: listening, reading, writing and oral proficiency. Testing communicative competence. Measuring language dominance in bilingualism.

*Prerequisites: APLN 500, 520, 525*

**APLN 529 TESL PRACTICUM 3**

To provide students who are seeking certification in Teaching English as a Second Language (TESL) as a second teaching field, with an opportunity to teach ESL in a formal classroom setting. Arrangements will be made on an individual basis for each student.

*Prerequisites: Completion of all required courses for TESL certification. APLN 525 may be taken as a corequisite.*

**APLN 530 LANGUAGE POLICY AND LANGUAGE PLANNING 3**

The study of the problems facing multilingual societies. The course explores the function of standard languages and the competition which often exists among different populations and languages. Topics include the role of language in ethnic loyalty, the dynamics of language loss and maintenance and the linguistic, economic, sociological, political and educational aspects of language planning.

*Prerequisite: APLN 500 or equivalent.*

**APLN 532 LANGUAGE AND CULTURE 3**

An investigation of the intimate connection between language, culture, and ethnic pride and identity. Study of the communication problems faced by bilingual children due to differences in verbal and nonverbal patterns of communication; survey of various instructional methods and models employed in teaching children from different linguistic and cultural backgrounds; study of the correlation between language and various socio-cultural factors.

*Prerequisite: APLN 500 or equivalent.*

**APLN 534 LANGUAGES IN CONTACT 3**

A study of the effects of bilingualism and multilingualism on society and on the languages involved. By examining a variety of examples, students become familiar with the possible outcomes of language contact and with the factors that play a role in language-policy decisions in multilingual societies. Pidgins and Creoles are also studied.

*Prerequisite: APLN 500 or equivalent.*

**APLN 535 LANGUAGE POLICY IN NATIONS IN TRANSITION 3**

This course explores the language policy issues that arise in nations in transitions, the ways in which such countries have dealt with or are dealing with these issues, and the outcomes of their actions. The general approach will be to examine a variety of contemporary and historical case studies, i.e. cases of language policy formation in developing countries around the world.

*Prerequisite: APLN 500 or equivalent.*

**APLN 536 LANGUAGES OF THE USA 3**

A survey of the indigenous, colonial, and immigrant languages of the U.S., and how they are used in education and general communication. Also studied are factors affecting the maintenance or loss of languages and the shift from native languages to English with discussion of the mutual effects of language contact.

*Prerequisite: APLN 500 or equivalent.*

**APLN 538 CROSS-CULTURAL PERSPECTIVES ON  
LANGUAGE SOCIALIZATION 3**

A cross-cultural analysis of how children are socialized to use language and how children are socialized through the use of language. Investigates how children learn about their culture through learning their language. Connects the phenomenon of language acquisition to the belief-system and family structure within a society.

*Prerequisite: APLN 500 or equivalent.*

**APLN 540 LITERACY 3**

An exploration of the nature of written language and its role in cognition and in social and intellectual life. The linguistic, psychological, and functional differences between speaking, writing, and reading are studied. Literate and non-literate societies are examined.

*Prerequisite: APLN 500 or equivalent.*

**APLN 542 CROSS-CULTURAL PERSPECTIVES ON LITERACY 3**

An overview of how reading and writing are acquired among various societies throughout the world and what educational implications this knowledge has in applied contexts, such as in the teaching of English as a Second Language.

*Prerequisite: APLN 500 or equivalent.*

**APLN 544 LINGUISTICS AND READING 3**

A study of the insights into the reading process provided by the linguist's description of what the speaker knows about language; an analysis of what the process of language acquisition tells us about the process by which children learn to read; an investigation of the connection between dialect differences and reading difficulties and an exploration of the contribution that linguistics makes for teaching second language learners to read English.

*Prerequisite: APLN 500 or equivalent.*

**APLN 550 COMPUTATIONAL LINGUISTICS 3**

A survey of the field of existing computer systems for analyzing natural language. The following areas are covered: parsing, semantic analysis and discourse analysis. Students will be required to analyze human language using a specific programming language such as PROLOG, LISP or Pascal.

*Prerequisite: APLN 500 or equivalent.*

**APLN 552 CURRENT ISSUES IN NATURAL LANGUAGE PROCESSING 3**

An investigation of the two methodologies that dominate speech and natural language processing: rule-based and probabilistic system design. The two methodologies will be syntactic and morphological analysis, speech synthesis and recognition, and text classification and information retrieval.

*Prerequisite: APLN 500 or equivalent.*

**APLN 560 TRANSLATION THEORY 3**

An exploration of the principles involved in providing semantic "equivalents" between two languages, emphasizing the problems of translating a variety of different types of texts which reflect major cross-cultural differences.

*Prerequisite: APLN 500 or equivalent.*

**APLN 565 LEXICOGRAPHY 3**

The study of the principles of compiling dictionaries. Topics include: the collection and evaluation of citations, semantic fields, defining, recording pronunciations, and determining usage. Attention will be paid to the differences among different types of dictionaries. Sample dictionaries are examined and students carry out their own lexicographic project.

*Prerequisite: APLN 500 or equivalent.*

**APLN 570 THE STRUCTURE OF AMERICAN  
SIGN LANGUAGE**

**3**

The study of American sign language, or ASL, the manual language of many deaf Americans. This course approaches ASL from a linguistic perspective, examining its semantics, grammar, and "phonology", and comparing ASL with English and other spoken languages. ASL is also compared with other manual languages use in America, including signed English and "total communication". The educational implications of ASL and other manual languages are discussed.

*Prerequisite: APLN 500 or equivalent.*

**APLN 590 SELECTED TOPICS IN APPLIED LINGUISTICS**

**3**

An intensive study in a particular area of applied linguistics to address topics not covered in other courses. Topics reflect current issues in applied linguistics.

*Prerequisite: APLN 500 or equivalent.*

**APLN 594 INDEPENDENT STUDY**

**1-3**

This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings. May be repeated for a maximum of six credits.

*Prerequisites: APLN 500 and permission of instructor.*

**APLN 596 INDEPENDENT STUDY**

**1-3**

This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings. May be repeated for a maximum of six credits.

*Prerequisites: APLN 500 and permission of instructor.*

**APLN 605 INDEPENDENT RESEARCH**

**1**

Independent research on an approved topic in Applied Linguistics. For this requirement, students study an original topic, prepare a formal written paper of at least thirty pages, and make an oral presentation at a Linguistics Department colloquium. The paper must be read and approved by three faculty members. A grade of no credit (NC) will be used until the research is completed; may be repeated 3 times.

*Prerequisites: All other required courses for the MA in Applied Linguistics.*



# MATHEMATICS AND COMPUTER SCIENCE

*Chairperson: Dr. Kenneth C. Wolff*

*Graduate Coordinator: Dr. Helen M. Roberts*

The Department of Mathematics and Computer Science offers nine masters degrees in Mathematics, Statistics, and Computer Science. Specifically we offer an MS in Mathematics with four different concentrations, an MS in Statistics, an MS in Computer Science as well as an MS in Computer Science with three different concentrations.

## MASTER OF SCIENCE DEGREE IN MATHEMATICS

The Master of Science degree in Mathematics can be taken with concentrations in computer science, mathematics education, pure and applied mathematics, or statistics. Concentrations consist primarily of taking four to six courses in the area of the concentration. The master's degree in mathematics with a computer science concentration differs from the MS degrees in computer science, which are described below. The MS degrees in Mathematics with concentrations in computer science, pure and applied mathematics, and statistics provide students with the advanced material needed for positions of leadership in business, industry and government as well as for teaching at the high school and community college level. The concentration in mathematics education will upgrade the skills of teachers and offers a special combination of courses in mathematics, mathematics education and the use of technology in mathematics education. All the concentrations prepare students to pursue doctoral degrees.

At present, 18 of the full-time faculty members are teaching graduate courses in pure and applied mathematics, mathematics education or statistics. Our curriculum in mathematics, especially applied mathematics, statistics and mathematics education, has integrated modern methods of computing. The special interests of the faculty include algebra, analysis, applied statistics, chaos theory, combinatorics, graph theory, logic, mathematical modeling, mathematics/computer science education, methods and techniques of teaching mathematics, modeling in the biological, chemical and physical sciences, operations research, problem solving, representation theory, statistical computing and graphics, and use of technology in education. Our faculty in mathematics education are known throughout the United States.

## ADMISSION REQUIREMENTS

The candidate for the Master of Science degree in Mathematics must present an undergraduate major of at least 30 semester hours in mathematics from an accredited institution. Courses in a related area that have a substantial mathematics content may be submitted toward this requirement. Candidates whose undergraduate preparation is deficient in either depth or breadth will be required to complete certain prerequisites which will not carry graduate credit. All students must meet the admission requirements for graduate study at Montclair State University.

A candidate for the Master of Science degree in Mathematics must consult the graduate coordinator of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate coordinator. Up to 6 semester hours can be taken at the 400 level. In order to be awarded a Master of Science degree in Mathematics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must pass a comprehensive examination. The content of the examination is based on the degree option chosen. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

# **REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN MATHEMATICS**

## **MS Mathematics Computer Science Concentration**

	<b>Semester Hours</b>
I. Computer Science Courses .....	12
Three courses selected from core:	
CMPT: 580, 581, 583, 586	
One additional course selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Mathematics Electives .....	15
Courses selected from:	
MATH: 520 to 569, 580 to 599, 620 to 669, 680 to 699	
MATH: 420 to 469	
At least 12 semester hours must be at the 500 level. MATH: 425, 426, either 431 or 436 and either 440 or 443 must be taken if equivalent courses have not been taken previously.	
III. Free Electives .....	6
IV. A comprehensive examination in Computer Science and a subspecialty selected from Algebra, Analysis or Statistics. The subspecialty dictates the choice of some of the Mathematics Electives.	

## **MS Mathematics Mathematics Education Concentration**

	<b>Semester Hours</b>
I. Mathematics Education .....	12
Four courses selected from:	
MATH: 510 to 517*, 570 to 579	
with at least one course selected from each of the following three groups:	

Group A MATH: 570, 571, 572, 573

Group B MATH: 515, 574, 575, 579

Group C MATH: 512, 513, 514\*, 516\*, 517\*

II. Mathematics and/or Computer Science Electives ..... 15

Five courses selected from:

Algebra: MATH: 431, 531, 532, 535, 536

Analysis: MATH: 425, 426, 521, 522, 525, 526

Applied Mathematics Continuous:

MATH: 420, 560\*, 564, 566, 568

Applied Mathematics Discrete: MATH: 569, 580, 581, 584

Computer Science: CMPT: 570 to 599, 670 to 699,

MATH: 514\*, 516\*, 517\*, 560\*

Geometry: MATH: 428, 450, 551, 554, 555

Statistics: MATH: 440, 441, 443, 540 to 549, 640 to 649

Courses must be taken in at least 3 of these 7 areas. At least 9 semester hours must be at the 500 level. MATH: 425 and 431 must be elected if equivalent courses have not been taken previously.

III. Free Electives ..... 6

IV. A comprehensive examination in Mathematics Education (based on courses in Groups A and B above) and a subspecialty selected from Algebra, Analysis, Computer Science or Statistics. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.

\*MATH: 514, 516, 517 and 560 even though listed in two areas may only count for credit in one of the two areas.

### MS Mathematics

#### Pure and Applied Mathematics Concentration

#### Semester Hours

I. Pure Mathematics ..... 12

Algebra: MATH: 531-532 or MATH: 535-536

Analysis: MATH: 521-522 or MATH: 525-526

II. Applied Mathematics ..... 6

Two courses selected from:

MATH: 560, 564, 580, 581, 584

III. Mathematics and/or Computer Science Electives ..... 15

In addition to any of the remaining courses listed above, any of the mathematics courses numbered 520 to 569, 580 to 599, 620 to 669, 680 to 699, including but not limited to: MATH: 540, 541, 548, 566, 568, 569, may be selected. Alternative electives (e.g. MATH: 420 to 469, CMPT: 570 to 599, 670 to 699) are encouraged with prior written approval of the graduate coordinator.

MATH: 425-426 must be elected if equivalent courses have not been taken previously.

IV. A comprehensive examination in Algebra, Analysis and Applied Mathematics.



**MS Mathematics  
Statistics Concentration**

	<b>Semester Hours</b>
I. Statistics Courses .....	12
MATH: 541, 542, 544, 548	
II. Mathematics and/or Computer Science Electives .....	15
Courses selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599, 620 to 669, 680 to 699	
At least 12 semester hours must be at the 500 level. MATH 425, 426 and either MATH 440 or 443 must be taken if equivalent courses have not been taken previously.	
III. Free Electives .....	6
IV. A comprehensive examination in Statistics and a subspecialty selected from Algebra, Analysis or Computer Science. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.	

## MASTER OF SCIENCE DEGREE IN STATISTICS

The Department of Mathematics and Computer Science offers a Master of Science degree in Statistics, Master of Science degree in Mathematics with a concentration in Statistics and a Master of Science degree in Computer Science with a concentration in Applied Statistics. The degrees in Mathematics and Computer Science are discussed under Mathematics and Computer Science degrees respectively.

The graduate program in Statistics has been developed for students interested in becoming practitioners of statistics, who are trained in statistical methodology. The programs emphasize the foundations and concepts of statistics as well as the new and developing areas of statistics. Though the applications of statistical science are emphasized, the theoretical foundations are presented as well. Specifically, students are prepared for professional work in the design and analysis of experiments, the development and analysis of statistical models, data analytic techniques and the associated computational methods, and statistical computing. The curriculum is designed to allow students to develop the skills needed to achieve positions in the many pharmaceutical, chemical, health services, public service and consumer product corporations and other industries that require significant research and development efforts. Through the accessibility of computers and the availability of software to analyze huge data sets, the use of statistical methods has now become quite widespread in many industries.

The MS in Statistics is of interest to undergraduate mathematics majors looking for challenging career paths that apply their problem solving skills to important social, health, medical and business issues; undergraduate statistics majors who feel the need to expand their knowledge; people currently working as statistical assistants; people trained in biology, chemistry, physics or medicine who are involved in the analysis of experiments; and computer scientists who are involved in data analysis.



Our statistics faculty have degrees from leading institutions. They are active at the national and local level of professional societies and consult for Fortune 500 companies. Several other department members with training in statistics and probability are active in the statistics program. In addition, we occasionally bring in statistical scientists from local telecommunications or pharmaceutical firms to present courses on special topics in new and developing areas of statistics.

Our proximity to the pharmaceutical industry permits students the exciting option of an applied industrial experience, working under the supervision of a practicing statistician and a departmental faculty advisor.

Students and faculty in the Department have access to state-of-the-art interactive computing environments for data analysis and data graphics. The SAS Application System and S-Plus are available on a network of Sun Microsystem workstations and servers (4/360, 4/330, SPARCStation 2, IPCs and SLCs). Minitab and the IMSL math/stat libraries run on a Digital Equipment Corporation VAX 6310. A wide variety of PC software (such as JMP, MacSpin, Data Desk, Solo, Statistix) is available in our Apple Macintoshes and Dell laboratories. Other software is described in the Computer Science section. The network of Sun workstations and servers and DEC minicomputer is connected to other minicomputers via a campus-wide ethernet which allows access to our statistical software from throughout the campus and from off-campus dial-in. A high speed connection between our campus network and the JvNCnet Regional Research Network provides students and faculty in statistical science access to the world-wide Internet, and the scholars, researchers, statistical scientists, libraries and databases connected to it.

## ADMISSIONS REQUIREMENTS

1. Applicants must possess a bachelors degree from an accredited institution with either:
  - a. A major in mathematics, computer science or statistics.
  - b. A major in science or engineering
  - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
2. Applicants must have taken at least 18 undergraduate mathematics credits which should include:
  - a. Three semester sequence of calculus
  - b. Linear algebra
  - c. Probability.

Deficiencies in mathematics can be met by taking certain prerequisites which will not carry credit towards the degree.

3. Applicants must be proficient in a computer programming language such as Pascal, C, or C++.
4. All students must meet the admission requirements for graduate study at Montclair State University.

A candidate for the Master of Science degree in Statistics must consult the graduate coordinator of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate coordinator. Up to 6 semester hours can be taken at the 400 level. In order to be awarded a Master of Science degree in Statistics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must pass a three hour written comprehensive examination in statistics. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

## REQUIREMENTS FOR THE MASTER OF SCIENCE IN STATISTICS

	<b>Semester Hours</b>
I. Required Core Courses .....	15-18 s.h.
MATH: 541 or equivalent*	
MATH: 542, 543, 544, 547, 548	
<i>* This course must be taken if an equivalent course has not been taken previously</i>	
II. Statistical Science Electives .....	12 s.h.
One of the following courses:	
MATH: 640, 646 or 648	
Three or more courses selected from:	
MATH: 545, 546, 549, 640 - 649	
III. Computer Science, Mathematics or Statistics Electives .....	3-6 s.h.
Courses selected from:	
CMPT: 578, 583, 586, 589, 590, 592, 593, 594, 683	
MATH: 540 through 549, 560, 568, 569, 580, 584, 640 to 649	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most 6 semester hours can be taken at the 400 level. At most six semester hours of an applied industrial experience can be taken with approval of the graduate coordinator.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Statistics.	

# MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers a Master of Science degree in Computer Science, Master of Science degree in Computer Science with a concentration in Applied Statistics, Applied Mathematics, or Informatics and a Master of Science degree in Mathematics with a concentration in Computer Science.

The graduate program in computer science is designed for students interested in pursuing computer science theoretically as well as practically at an advanced level. The option of taking concentrations within the MS in Computer Science allows for the study of complementary areas that are computer intensive. (Concentrations within the MS in Computer Science are discussed below.) The program is designed to emphasize the foundations and concepts of computer science as well as to introduce students to the newly developing areas of computer science. Concepts are developed rather than routine programming skills. Students are prepared for professional work in the design and implementation of software systems, data base systems, operating systems, artificial intelligence, expert systems, graphics, simulation and algorithms for discrete and continuous structures that will aid in the solution of problems encountered in the scientific and business sector. The curriculum is designed to allow students to develop skills needed to achieve leadership positions in business, industry, and government in computer science or in related fields where computer science has become an important tool. The program is also designed to prepare teachers of computer science at the middle school, high school and two year college levels.

In addition to offering the MS in Computer Science, the Department of Mathematics and Computer Science also offers an MS in Computer Science with concentrations. Concentrations in Computer Science consist of taking 3 courses in a specialized area complementary to computer science, or a computer intensive area. Concentrations in Applied Statistics, Applied Mathematics, or Informatics are available options.

The graduate program in computer science began in 1978. At present, 10 full-time faculty members are teaching computer science. The special interests of the faculty include algorithms, artificial intelligence, automata theory, chaos theory, computer science education, complexity theory, data bases, design and management of information systems, expert systems, graphics, image processing, linguistics, machine organization, architecture and hardware, neural networks, operating systems, parallel processing, program verification, robotics, and telecommunications. The department has the advantage of having professional computer scientists as both faculty and visiting specialists. The visiting specialists are drawn from the aerospace, chemical, computer and pharmaceutical industries. This mix of faculty affords students the opportunity to obtain an education in both the practical and theoretical aspects of computer science.

Computer facilities comprise access to a VAX cluster, several stand-alone VAX microcomputers, and a SUN Local Area Network. MSCnet, an Ethernet Local Area Network, extends to most of the campus buildings and links to the Internet via a T1 line to the JvNC Regional Research Network, allowing communications to colleges and universities, research centers, libraries, and databases around the world. The VAX cluster consists of DEC VAX 7620, 6610, 7620, 6310, 3500, 4000, 3500 microVAX II with four LSI/11 micros connected to it, and 2 ALPHA 2100. These VAX's may be accessed from the VAX laboratory that contains a variety of DEC terminals or via the MSCnet from numerous remote sites. Outside dial-ups to MSCnet are available. Software packages



available through the VAX system include: ADA, Basic, C, C++, COBOL, FORTRAN, GPSS, Ingres, Lisp, Macro, MAPLE, Minitab, Pascal, PI/I, Prolog, SAS, SAS graphics, SPSSX, and SPSS graphics. A network of SUN Microsystems' file servers, compute servers and individual workstations is operating under UNIX. Software packages available on the SUN network include: Ada, C, C++, Derive, Fortran, gcc, LaTeX, Linda, MAPLE, Mod Sim, Pascal, RISCAda, SAS, S-Plus, TEX, The Publisher, Turing, and Verilog. The SUN network is also connected to MSCnet. Laboratories of Macintosh SE's, Macintosh IICI's, NCR/ATT, and Dells are available for student use. The SUN, Dell, Mac, and DEC terminals within the College of Science and Mathematics are collectively known as SCInet, the Scientific Computing Initiative Network.

The MS in Computer Science, as well as the MS in Computer Science with a concentration in Applied Statistics, Applied Mathematics, or Informatics are all 33 credit programs. The computer science faculty has developed a sequence of courses that constitute a prerequisite program for students not having the appropriate background in computer science and/or mathematics (this program is discussed below). Upon satisfactory completion of the prerequisite program these students are admitted to the master of science program.

## ADMISSION REQUIREMENTS

1. Applicants must possess a bachelors degree from an accredited institution with either:
  - a. A major in computer science or mathematics
  - b. A major in science or engineering
  - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
2. Applicants must have taken at least 15 undergraduate mathematics credits including calculus, linear algebra, probability and discrete mathematics. Deficiencies in mathematics can be rectified by taking MATH: 501, 502, 503, which are accelerated Mathematics courses. When required, these will be "prerequisite courses" on the graduate work program. The sequence of prerequisites requires one year to complete, i.e., Fall, Spring and Summer semester.
3. Applicants must:
  - a. Be proficient in the following computer programming languages:
    - i) C or C++ or Pascal
    - ii) Assembly Language
  - b. Have knowledge of data structures and computer architecture (RISC)

A two-semester course sequence in a language or one year's programming experience in industry will suffice for each of these requirements. Deficiencies in computer science can be rectified by taking CMPT: 505, 506, 507. These are accelerated computer science courses designed for the student to master the necessary concepts for the graduate program rather than just routine programming skills. When required these will be listed as "prerequisite courses" on the graduate work program. The sequence can require one year to complete, i.e., Fall, Spring, and Summer semester.



Applicants satisfying admission requirements but needing to make up work in the fundamentals of Mathematics and/or Computer Science (MATH: 501, 502, 503 and CMPT: 505, 506, 507) are granted deferred matriculation. Upon completion of the necessary courses with a minimum grade point average of 3.0, students will be granted full matriculation.

All students must meet the admissions requirements for graduate study at Montclair State University.

A candidate for the Master of Science degree in Computer Science must consult the graduate coordinator of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate coordinator. In order to be awarded a Master of Science degree in Computer Science, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must have a passing grade on a comprehensive examination based on the core courses. Students are required to have a 3.0 grade point average and completed a minimum of 15 credits in order to be eligible to take the comprehensive examination.

**Note:** Courses MATH: 501, 502, 503 and CMPT: 505, 506, 507 are not to be counted among the 33 semester hours required for completion of the program.

# REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

## MS Computer Science

	Semester Hours
I. Computer Science .....	21
Required core courses: CMPT: 580, 581, 583, 586, 592	
Two additional courses selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Mathematics and/or Computer Science Electives .....	12
Courses selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599	
MATH: 620 to 669, 680 to 699	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
III. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

**MS Computer Science  
Applied Statistics Concentration**

	<b>Semester Hours</b>
I. Computer Science .....	21
Required core courses: CMPT: 580, 581, 583, 586, 592	
Two additional courses selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Applied Statistics .....	9
Required courses: MATH: 541, 544, 548	
III. Mathematics and/or Computer Science Elective .....	3
Course selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599	
MATH: 620 to 669, 680 to 699	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

**MS Computer Science  
Applied Mathematics Concentration**

I. Computer Science .....	21
Required core courses: CMPT: 580, 581, 583, 586, 592	
Two additional courses selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Applied Mathematics .....	9
Three courses selected from:	
MATH: 560, 564, 566, 580, 581, 584	
III. Mathematics and/or Computer Science Elective .....	3
Course selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599	
MATH: 620 to 669, 680 to 699	
Substitutions are allowed with prior written approval of the graduate coordinator.	
At most six semester hours can be taken at the 400 level.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

## MS Computer Science Informatics Concentration

### Semester Hours

- |      |   |    |
|------|---|----|
| I.   | Computer Science .....  | 12 |
|      | Required core courses: CMPT: 580, 581, 583, 586   |    |
| II.  | Informatics .....   | 12 |
|      | Four additional courses in Informatics selected from:   |    |
|      | Required: CMPT 592, 593, 596  |    |
|      | Select one: CMPT 594 or 696   |    |
| III. | Business, Computer Science or Mathematics Electives .....   | 9  |
|      | Three course selected from:   |    |
|      | INFO 503  |    |
|      | CMPT 570 to 599, 670 - 699  |    |
|      | MATH 541, 544, 548, 569, 584  |    |
|      | Substitutions are allowed with prior written approval of the graduate coordinator.<br>At most six semester hours can be taken at the 400 level. |    |
| IV.  | A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.    |    |

## COMPUTER SCIENCE

### Course Descriptions

### Semester Hours

- |                 |   |          |
|-----------------|---|----------|
| <b>CMPT 505</b> | FUNDAMENTALS OF COMPUTER SCIENCE I  | <b>4</b> |
|                 | An introduction to programming using a structured high level language, design of algorithms, character strings, recursion, data structures, numerical computing. May not be used for credit by Mathematics or Computer Science majors.  |          |
|                 | <i>Prerequisite: Graduate coordinator's permission.</i>   |          |
| <b>CMPT 506</b> | FUNDAMENTALS OF COMPUTER SCIENCE II   | <b>4</b> |
|                 | A continuation of CMPT 505. Introduction to assembly language, addressing techniques, subroutine linkage, input/output and macros. Introduction to computer organization including memory, logic design and computer architecture. May not be used for credit by Mathematics and Computer Science majors. |          |
|                 | <i>Prerequisites: MATH 501 and CMPT 505 and graduate coordinator's permission.</i>  |          |
| <b>CMPT 507</b> | FUNDAMENTALS OF COMPUTER SCIENCE III  | <b>3</b> |
|                 | A continuation of CMPT 505. Design and analysis of data structures, pointers, linked representations, OPT classes, inheritance, programming in the large. May not be used for credit by Mathematics and Computer Science majors.  |          |
|                 | <i>Prerequisites: MATH 501, CMPT 505 and graduate coordinator's permission.</i>   |          |

**CMPT 508 TOPICS IN A COMPUTER LANGUAGE 1**

An introduction to a selected computer language, with a view to becoming proficient in programming that language. Each time the course is offered, only one programming language will be taught, but the language could vary from one semester to another. This course could be taken more than once by the same student, provided that the language taught each time is different. May not be used for credit by Mathematics or Computer Science majors.

*Prerequisite: CMPT 505.*

**CMPT 575 INTRODUCTION TO COMPUTER GRAPHICS 3**

An introduction to computer graphics, including the algorithms to generate two-dimensional and three-dimensional graphical pictures. An overview of ray tracing, shading and color theory. Interactive graphics. Graphics devices.

*Prerequisites: CMPT 580. A high-level programming language (Pascal, C, FORTRAN).*

**CMPT 578 INTRODUCTION TO ARTIFICIAL INTELLIGENCE 3**

An introduction to artificial intelligence including representations of knowledge, problem solving, games, heuristics and backtracking, expert systems, theorem proving, the languages LISP and PROLOG.

*Prerequisite: CMPT 583.*

**CMPT 580 MACHINE ORGANIZATION AND ARCHITECTURE 3**

Basic computer organization and design, digital functions, data representation, microprogramming, CPU organization, the Assembler language and addressing techniques. Required of majors.

*Prerequisites: CMPT 507, MATH 503 and graduate coordinator's permission.*

**CMPT 581 SYSTEMS SOFTWARE DESIGN 3**

Assemblers, macroprocessors, linkers and loaders, introduction to compilers and run facilities. Required of majors.

*Prerequisite: CMPT 580.*

**CMPT 582 THEORY OF AUTOMATA AND FORMAL LANGUAGES 3**

Languages and grammars, finite automata and regular grammars, context free grammars, push-down automata, Turing machines, computability, deterministic languages, linear bounded automata and stack automata.

*Prerequisite: CMPT 507, MATH 503.*

**CMPT 583 COMPUTER ALGORITHMS 3**

Algorithms: definition, design and analysis; sorting and searching techniques and introductory dynamic programming studied as algorithms with complexity theory and optimization techniques applied. Required of majors.

*Prerequisites: CMPT 507, MATH 503.*

**CMPT 584 OPERATING SYSTEM DESIGN 3**

Design and implementation of operating systems, multiprogramming, multiprocessor, device management, scheduling, virtual memory, case studies.

*Prerequisite: CMPT 581.*



- CMPT 585 TOPICS IN COMPUTER SCIENCE 3**  
Recent developments in the field. Topics such as Monte Carlo methods , graphics, expert systems, security, networks and special areas of applications.  
*Prerequisite: CMPT 580, instructor's permission.*
- CMPT 586 FILE STRUCTURES AND DATABASES 3**  
Secondary storage devices. Data transfer. Primary and secondary access methods. Sequential and random access methods. File design. File organizations and corresponding processing. File maintenance. Sorting large files. Database concepts. Required of majors.  
*Prerequisite: CMPT 507, MATH 503.*
- CMPT 587 MICROCOMPUTERS AND INTERFACES 3**  
Introduction to genealogy, manufacture and hardware design of microprocessors, micro-computer architecture, instruction sets and programming, microcomputer peripherals and interfaces.  
*Prerequisite: CMPT 580.*
- CMPT 588 FUNDAMENTALS OF PROGRAMMING LANGUAGES 3**  
A comparative approach to modern programming languages with emphasis on non-imperative languages, and an introduction to parallel languages.  
*Prerequisite: CMPT 507.*
- CMPT 589 COMPUTER SIMULATION OF DISCRETE SYSTEMS 3**  
Introduction to simulation and discrete simulation models. Queuing theory and stochastic processes. Simulation methodology including generation of random numbers and variates, design of simulation experiments, analysis of data generated by simulation experiments and validation of models. Survey of current simulation languages and selected applications.  
*Prerequisite: CMPT 580.*
- CMPT 591 COMPILER THEORY AND CONSTRUCTION 3**  
Introduction to the formal description of programming languages, the theory of parsing, and the concepts and techniques used in the construction of compilers.  
*Prerequisite: CMPT 581.*
- CMPT 592 DATA BASE DESIGN AND IMPLEMENTATION 3**  
To develop in-depth understanding of data base concepts and issues. The major emphasis of the course is on the conceptual (logical) organization, retrieval and manipulation of data. Required of majors.  
*Prerequisite: CMPT 586.*
- CMPT 593 STRUCTURE SYSTEM DESIGN AND ANALYSIS 3**  
A study of the design of large scale computer systems relative to the constraints imposed by hardware, software and particular types of applications. Recent work in automated system design will be discussed.  
*Prerequisite: CMPT 586.*

**CMPT 594 SOFTWARE ENGINEERING AND RELIABILITY 3**

This course will introduce the principles and methods for the design, coding and verification of software systems. Topics include software design techniques, programming methodology, programming testing, proving program correctness, software reliability, and software management.

*Prerequisite: CMPT 586.*

**CMPT 596 PRINCIPLES OF DATA COMMUNICATION 3**

Physical and logical aspects of data communications: analog-digital, broadband-baseband, TDM-FDM, protocols, modulation techniques, hardware for communication.

*Prerequisites: CMPT 580.*

**CMPT 678 NEUROCOMPUTING 3**

Basic neural network concepts, definitions, and building blocks; learning laws; simple implementations; associative networks; mapping networks; survey of applications.

*Prerequisite: CMPT 583.*

**CMPT 683 ADVANCED COMPUTER ALGORITHMS 3**

Dynamic programming, game trees and backtracking techniques, branch and bound, polynomial evaluation and fast Fourier transform algorithms; complexity and analysis, and optimization techniques will be applied. NP-hard problems and NP-completeness.

*Prerequisite: CMPT 583.*

**CMPT 690 INDEPENDENT STUDY IN COMPUTER SCIENCE 3**

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in computer science which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

*Prerequisites: Vary with particular independent study.*

**CMPT 695 SEMINARS IN COMPUTER SCIENCE 1 - 4**

Guided study of selected topics in major field of interest.

*Prerequisites: CMPT 581, 583, and 586; instructor's permission.*

**CMPT 696 LOCAL AREA NETWORKS 3**

Fundamental issues and concepts underlying local area network (LAN) development via microcomputers: topology, transmission media and technology, error control, protocols.

*Prerequisite: CMPT 596.*

## MATHEMATICS

### Course Descriptions

#### Semester Hours

**MATH 501 MATHEMATICS FOR COMPUTER SCIENCE I 4**

Sets, relations, functions, graphs, trees, propositional calculus, induction and recursion, applications to computer science. May not be used for credit by Mathematics or Computer Science majors.

*Prerequisite: MATH 112 and permission of graduate coordinator.*

**MATH 502 MATHEMATICS FOR COMPUTER SCIENCE II 4**

A continuation of MATH 501. Introduction to linear algebra, vectors, matrices, eigen values, introduction to counting rules, probability theory, random variables, Poisson and binomial distribution, applications to computer science. May not be used for credit by Mathematics and Computer Science majors.

*Prerequisite: MATH 501 and permission of graduate coordinator.*

**MATH 503 MATHEMATICS FOR COMPUTER SCIENCE III 3**

Differential and integral calculus, infinite series, applications to computer science. May not be used for credit by Mathematics and Computer Science majors .

*Prerequisite: MATH 111 or 112 and permission of graduate coordinator.*

**MATH 510, 511 WORKSHOP IN MATHEMATICS 3 each**  
**EDUCATION I, II**

Specific contemporary topics and current issues in the junior and senior high school.

*Prerequisite: Permission of graduate coordinator.*

**MATH 512 TECHNOLOGY IN THE MIDDLE SCHOOL 3**  
**MATHEMATICS CURRICULUM**

This course is designed to provide experiences in the integration of technology into middle school mathematics classes. The primary emphases will be on the analysis and evaluation of software addressing the middle grades and the use of calculators, including graphing and fraction calculators, as problem-solving tools, to enhance the teaching/ learning process. The course will also include experiences with using spreadsheets, developing simple programming skills, and reading current literature describing exemplary models and practices in the use of technology in the mathematics classroom. May not be taken for credit by Computer Science majors.

*Prerequisite: Permission of graduate coordinator.*

**MATH 513 COMPUTER SCIENCE CONCEPTS FOR 3**  
**HIGH SCHOOL TEACHERS**

This course is specifically designed to help high school mathematics teachers prepare to use the microcomputer as a tool in their classrooms. Topics include an introduction to computer literacy, elements of BASIC programming, the evaluation of commercial software, the appropriate use of the software and a survey of relevant professional literature. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

*Prerequisite: Permission of graduate coordinator.*

**MATH 514 ADVANCED PLACEMENT COMPUTER SCIENCE 3**  
**CONCEPTS WITH PASCAL**

This course is specifically designed to help senior high school teachers prepare to instruct the AP course in computer science. Topics include the problem solving process, good programming style, the syntax of Pascal, and their applications to computer science. Pascal will be a vehicle for classroom examples and outside class assignments. It will be used to discuss algorithms, data structures, procedures, program design, sorting and searching. Minimal prior knowledge of Basic is assumed. May not be used for credit for Computer Science majors.

*Prerequisite: Graduate coordinator's permission.*



**MATH 520 SET THEORY****3**

Historical development, paradoxes, ordered sets, Schroder-Bernstein theorem, axiom of choice, transfinite induction, cardinal and ordinal numbers.

*Prerequisite: MATH 222.*

**MATH 521, 522 REAL VARIABLES I, II****3 each**

Real number system, Lebesgue measure and integration, differentiation, Fourier series, LP, metric, normed vector, Banach and Hilbert spaces. The sequences 521, 522 and 525, 526 are usually offered in alternate years.

*Prerequisite: MATH 426 for 521; MATH 521 for 522.*

**MATH 525, 526 COMPLEX VARIABLES I, II****3 each**

Integration and differentiation in the complex domain, Cauchy's Theorem and integral formula, Laurent expansion, residues, elements of conformal mapping, series and product representations. The sequences 525, 526, and 521, 522 are usually offered in alternate years.

*Prerequisite: MATH 426 for 525; MATH 525 for 526.*

**MATH 531, 532 ABSTRACT ALGEBRA I, II****3 each**

Basic algebraic structures including groups, rings, fields, modules and lattices. The sequences 531, 532, and 535, 536 are usually offered in alternate years.

*Prerequisite: MATH 431 for 531; MATH 531 for 532.*

**MATH 535, 536 LINEAR ALGEBRA I, II****3 each**

Vector spaces and linear transformations, including inner products, matrix representations, binary and quadratic forms, eigenvectors, canonical forms, and functions of matrices. The sequences 535, 536, and 531, 532 are usually offered in alternate years.

*Prerequisite: MATH 335 for 535; MATH 535 for 536.*

**MATH 537 MATHEMATICAL LOGIC****3**

Propositional and predicate calculus, model theory, Godel's completeness theorems and decidability.

*Prerequisite: MATH 425.*

**MATH 540 PROBABILITY****3**

Sample spaces and events, combinatorial analysis, conditional probability and stochastic independence, random variables and probability distributions, expected value and variance, probability generating functions, continuous random variables.

*Prerequisite: MATH 340.*

**MATH 541 APPLIED STATISTICS****3**

Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, Latin square, and 2 factor designs.

*Prerequisite: MATH 440 or 443.*



**MATH 542, 543 STATISTICAL THEORY I, II 3 each**

Discrete and continuous probability distributions, multivariate distributions, sampling theory, transformations, Chi-squared, 'F' and 't' distributions. Point estimation properties of estimators, sufficiency, exponential families, interval estimation, hypothesis testing, power, Neyman-Pearson Lemma, likelihood ratio tests. The impact of the above theory on areas such as regression analysis, analysis of variance and analysis of discrete data.

*Prerequisite: MATH 541 or equivalent. for 542; MATH 542 or equivalent for 543.*

**MATH 544 STATISTICAL COMPUTING 3**

Computer systems for data analysis and data graphics, and intermediate level statistical methodology are investigated. Several statistical computing packages are utilized and evaluated.

*Prerequisites: MATH 541 or 548, and CMPT 183.*

**MATH 545 PRACTICUM IN STATISTICS I 3**

An applied experience in which students work with practitioners in industry, government or research organizations utilizing statistical techniques in a research setting. Students will work with statisticians on projects involving experimental design and data collection as well as the analysis and interpretation of the data.

*Prerequisite: MATH 541, 544 and either MATH 547 or 548 and permission of Statistics advisor.*

**MATH 546 NON-PARAMETRIC STATISTICS 3**

Selected distribution-free tests and estimation techniques including sign, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney, Chi-square, rank correlation, Kendall's Tau, Kruskal-Wallis, Friedman, McNemar, and others.

*Prerequisite: MATH 440 or equivalent.*

**MATH 547 DESIGN AND ANALYSIS OF EXPERIMENTS 3**

Fundamental principles of design; fixed, random and mixed models; factorial designs; designs with restricted randomization; split plot design; confounding; fractional replication; experimental and sampling errors.

*Prerequisites: MATH 541 or 548.*

**MATH 548 APPLIED REGRESSION ANALYSIS 3**

Fitting equations to data; matrices, linear regression; correlation; analysis of residuals; multiple regression, polynomial regression; partial correlation; stepwise regression; regression and model building; regression applied to analysis of variance problems; introduction to nonlinear regression.

*Prerequisite: MATH 440 or 443.*

**MATH 549 SAMPLING TECHNIQUES 3**

Sampling and survey methodology; basic sampling theory; simple, stratified, random, cluster, systematic and area sampling. Sampling errors and estimation procedures.

*Prerequisite: MATH 440 or 443 or equivalent.*

**MATH 551 TOPOLOGY 3**

Basic point-set topology, topological spaces, homeomorphisms, compactness, connectedness, separation properties, uniformities, metrizability, introductory algebraic topology, homology groups and homotopy.

*Prerequisite: MATH 425.*

**MATH 554 PROJECTIVE GEOMETRY 3**

Projective planes and spaces are studied by synthetic and analytic approaches. Topics covered include the theorems of Desargues and Pappus, harmonic sequences, projectivities, coordinatization, finite planes, and conics.

*Prerequisite:* MATH 335.

**MATH 555 DIFFERENTIAL GEOMETRY 3**

Application of vectors to the study of classical three-dimensional geometry. Topics include: plane and space curves, first and second fundamental forms, lines of curvature, asymptotic lines, geodesics.

*Prerequisite:* MATH 222.

**MATH 560 NUMERICAL ANALYSIS 3**

Error analysis, interpolation and approximation theory, numerical solution of linear and nonlinear equations, numerical differentiation and integration, numerical solution of differential equations.

*Prerequisites:* CMPT 507, MATH 335, 425.

**MATH 564 ORDINARY DIFFERENTIAL EQUATIONS 3**

Linear and nonlinear equations, Green's functions, power series solutions, autonomous systems, existence and uniqueness, singularities, Sturm-Liouville systems.

*Prerequisites:* MATH 335, 420, 425.

**MATH 566 PARTIAL DIFFERENTIAL EQUATIONS 3**

First order equations, separation of variables, series solutions, hyperbolic, parabolic and elliptic equations, characteristics, transform methods.

*Prerequisites:* MATH 335, 420, 426, or equivalent.

**MATH 568 APPLIED MATHEMATICS: CONTINUOUS 3**

Formulation, manipulation and evaluation of mathematical models of continuous systems. Topics selected from: conservation principles and the classical equations of mathematical physics, applications of the qualitative and quantitative theory of ordinary and partial differential equations, optimization, calculus of variations, stability theory, stochastic models.

*Prerequisites:* MATH 335, 340, 420, 425.

**MATH 569 APPLIED MATHEMATICS: DISCRETE 3**

Introduction to the basic ideas of discrete mathematics and its applications. Counting principles, permutations, combinations, algorithms, complexity, graphs, trees, searching and sorting, recurrence relations, generating functions, inclusion-exclusion, the pigeon-hole principle, chromatic number, eulerian chains and paths, hamiltonian chains and paths, flows in network, finite Markov chains.

*Prerequisites:* MATH 335, 340, 425.

**MATH 570 ADMINISTRATION AND SUPERVISION  
OF MATHEMATICS 3**

Problems of organization, administration and supervision in the mathematics program of the school. Functions, duties and qualifications of the supervisor investigated. Current problems and research findings.

**MATH 571 CURRICULUM CONSTRUCTION IN MATHEMATICS 3**

Contemporary proposals for the mathematics of grades K through 12. Consideration is given to the problem of implementation of current recommendations. Examination is made of mathematical concepts underlying various programs.

**MATH 572 TEACHING OF GENERAL MATHEMATICS 3**

Mathematics programs for the non-college bound high school student. Investigation of contemporary literature. Basic characteristics and needs of nonacademic students, preparation and use of resource materials, classroom teaching techniques and methods of motivation. Emphasis on development of suitable curricula for nonacademic students.

**MATH 573 MATHEMATICS MATERIALS FOR THE TEACHER OF MATHEMATICS 3**

Construction, adaptation and effective use of materials to improve the teaching of high school mathematics. Particular attention given to the overhead projector, aids, and models and to material for the mathematics laboratory and club activities.

**MATH 574 PROBLEM ANALYSIS IN SECONDARY MATHEMATICS 3**

Psychology and techniques of problem-solving. Discovery and heuristic methods. Intuitive and inductive reasoning in the solution of non-routine problems from high school mathematics. Problem formulation and solution.

*Prerequisite: MATH 222.*

**MATH 575 SELECTED TOPICS IN MATHEMATICS EDUCATION 3**

Selection of topics associated with secondary and early college years of mathematics investigated from an advanced point of view. Topics selected to give the teacher a professionalized subject matter viewpoint of such areas as algebra, geometry, number theory, real and complex analysis, probability and history of mathematics.

*Prerequisite: MATH 222.*

**MATH 576 RESEARCH SEMINAR IN MATHEMATICS EDUCATION 3**

Designed for matriculated graduate students in the mathematics education program. Students survey and analyze recent research projects.

*Prerequisite: Admission to master's program.*

**MATH 577 MATHEMATICS EDUCATION IN THE ELEMENTARY SCHOOL 3**

The contemporary mathematics curriculum of the elementary and middle school. Content: The role of behavioral objectives and learning theory in curriculum development/teacher training. Related research findings.

**MATH 578 SPECIAL TOPICS IN MATHEMATICS EDUCATION 3**

Topics may be selected from areas such as assessment, cooperative learning, elementary education, fractals, graphing calculators, NCTM Standards, and other special areas of interest to mathematics educators.

*Prerequisite: Permission of graduate coordinator.*



**MATH 579 APPLIED MATHEMATICS FOR THE SECONDARY SCHOOLS 3**

Applications of secondary and undergraduate mathematics and techniques for including these applications in the secondary curricula.

*Prerequisites: More than one year of teaching experience, MATH 335, 340 or equivalent.*

**MATH 580 COMBINATORIAL MATHEMATICS 3**

Arrangements and selections, binomial coefficients, Stirling numbers, generating functions, recurrence relations, inclusion-exclusion, Polya enumeration formula, combinatorial graph theory, combinatorial geometries.

*Prerequisites: MATH 222; permission of graduate coordinator.*

**MATH 581 GRAPH THEORY 3**

Graphs, digraphs, and trees. Connectivity, separability, planarity, and colorability. Cliques, independent sets, matchings, flows and tours. Graphs as mathematical models; graph algorithms.

*Prerequisites: MATH 222, 335; permission of graduate coordinator.*

**MATH 584 SELECTED TOPICS IN OPERATIONS RESEARCH 3**

An in-depth study of one or at most two topics in operations research, selected from linear programming and game theory, linear and nonlinear programming, queuing theory, inventory theory, simulation models.

*Prerequisites: MATH 425, 440, 535; permission of graduate coordinator.*

**MATH 590 SELECTED TOPICS IN ADVANCED MATHEMATICS 3**

An in-depth study of a topic or topics selected from areas such as algebra, analysis, geometry, probability and statistics, and applied mathematics, with special emphasis upon recent developments in the field.

*Prerequisites: MATH 426 and permission of graduate coordinator.*

**MATH 595 SEMINARS IN MATHEMATICS 1 - 4**

Guided study of selected topics in major field of interest.

*Prerequisite: Instructor's permission.*

**MATH 640 BIOSTATISTICS I 3**

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Categorical data analysis, logistic regression, generalized linear models, nonparametric regression techniques.

*Prerequisites: MATH 544, 547, 548, or permission of graduate coordinator.*

**MATH 641 BIOSTATISTICS II 3**

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Survival analysis and designs for clinical trials.

*Prerequisite: MATH 640 or permission of graduate coordinator.*

**MATH 642 INTRODUCTION TO STOCHASTIC PROCESSES 3**

Generating functions, convolutions, recurrent events, random walk models, gambler's ruin problems, Markov chains and processes, time dependent stochastic processes, queuing theory and epidemic models.

*Prerequisite: MATH 540.*



**MATH 645 TOPICS IN STATISTICS****3**

Recent developments in the field. Topics such as statistical quality assurance, categorical data analysis applied time series analysis, dynamic statistical graphics, data analysis, computationally intensive data-analytic methods, Bayesian methods, and special areas of application may be selected.

*Prerequisites: Vary with a particular topics course.*

**MATH 646 MULTIVARIATE ANALYSIS****3**

Analysis of multiple response variables simultaneously; covariance and the multivariate normal distribution; manova, discriminant functions; principle components and canonical correlations.

*Prerequisites: MATH 541, 548.*

**MATH 647 PRACTICUM IN STATISTICS II****3**

An applied experience in which students work with practitioners in industry, government or research organizations utilizing advanced statistical techniques in a research setting. Students will be expected to exhibit the ability to work independently on projects involving advanced techniques in experimental design, analysis and interpretation of data.

*Prerequisites: MATH 542, 545, at least one 600-level course, and approval of the Statistics advisor.*

**MATH 648 ADVANCED STATISTICAL METHODS****3**

Advanced statistical concepts and methods used by statistical scientists in the analysis of designed experiments and observational studies. Response surface methodology, analysis of covariance, the general linear model, the cell means model and the analysis of variance of unbalanced or messy data.

*Prerequisites: MATH 544, 547, 548 or permission of graduate coordinator.*

**MATH 649 INDEPENDENT STUDY IN STATISTICS****3**

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in statistics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

*Prerequisite: Vary with particular independent study.*

**MATH 690 INDEPENDENT STUDY IN MATHEMATICS****3**

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in mathematics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

*Prerequisite: Vary with particular independent study.*

# MUSIC

*Chairperson: Dr. Robert Stephens*

*Graduate Advisor: Dr. Ting Ho*

Graduate study in Music offers four concentrations leading to the degree of Master of Arts: Performance, Theory/Composition, Music Therapy and Music Education. Performance stresses applied music skills; Theory/Composition stresses creativity and the structure of music; Music Therapy stresses the use of music as a therapeutic tool to help children and adults with disabilities; Music Education stresses philosophical and practical approaches to the work of the music specialist in the American public school.

Although certain core courses are required of all graduate students regardless of the concentration, each concentration provides for individualized course election in accordance with the background, needs and interests of the student.

Registration in applied music and theory is dependent on the placement examination administered by the Department; a student may not register for work in these areas until the examination has been taken and the student is fully matriculated (see below under Admission Requirements).

## ADMISSION REQUIREMENTS

In addition to the general admission requirements stated in this bulletin (see Admission to Graduate Study), all students must present an undergraduate major in music (or the equivalent) with at least 40 semester hours of work in theory, music history and private study in a performance medium. Courses in music education may be included as part of this background.

All applicants must demonstrate familiarity with musical vocabulary and literature as well as proficiency in the following: performing primary, sight singing, aural and written theory, score analysis, listening analysis, and basic piano skills (keyboard harmony, sight-reading of chorale literature and simple improvisation). Audition literature in the primary medium must represent significant solo material from a variety of eras, one of which must be contemporary. Applicants majoring in orchestral instruments must also present significant passages from orchestral literature.

Applicants to the Theory/Composition concentration must submit a portfolio of compositions and/or analytical studies for consideration by the theory faculty. Applicants to the Performance concentration must present an undergraduate major in the primary medium (including at least six semesters of study plus a graduation recital) or professional experience satisfactory to the Music Department. Applicants to the Music Education curriculum must present a certificate in the teaching of music.

Applicants in Music Therapy must possess a bachelor's degree or the equivalent (to be determined via audition) of a bachelor's in music plus a minimum of three psychology courses (Psychology of the Handicapped, Developmental Psychology, Abnormal Psychology). The music audition will place special emphasis on those skills particularly relevant to music therapy (improvisation, sight-reading, dictation, transposition).

An interview with the music therapy faculty will be required in order to evaluate student initiative, the development of a philosophy concerning music as a therapeutic art, and emotional and intellectual stability.

## Applied Music

Special regulations and procedures for the study of applied music are available from the Graduate Advisor. Tuition for the study of applied music is based on a special fee structure; information is available from the Registrar or the Department of Music.

Applied music may be taken for academic credit only after the student has passed the Department Audition and Placement Examination, and is fully matriculated, and may be taken only with MSU faculty. Every course number for private lessons requires the written permission of the Graduate Advisor, the instructor and the department chairperson. These signatures should be obtained by July 1 (for those desiring study in the fall) or by December 1 (for those studying in the spring); the availability of applied music study to students who have not received approval by these dates cannot be assured. Lessons are normally not given in the summer.

No more than 2 semester hours of credit may be awarded for work in a secondary medium. "Music electives" or "electives" in the student's work program will not normally be used for private study, although they may be so assigned in certain instances.

All students studying Applied Music are expected to take jury examinations in each semester of applied music study in which a full recital is not given. The grade for the last semester of the sequence will not be given until all recital requirements are completed.

Graduate students who are taking applied music may be required to perform in ensembles and are encouraged to do so even when not required. Details about such performance may be obtained from the department chairperson, graduate advisor, and/or ensemble conductor. In most cases, credits earned can count toward the degree.

## Examinations

All candidates for the degree of Master of Arts in Music must pass the Department's Comprehensive Examination, given each year in October and March. Applications for this examination must be made in writing to the Graduate Advisor by October 1 for the October examination and by February 1 for the March examination.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN MUSIC

**Note:** The 32 semester hours noted for each concentration (39.5 semester hours for Music Therapy) are a minimum. Undergraduate transcripts and audition and placement results may require additional undergraduate work before courses are begun, graduate work in excess of the minimum 32 (39.5) semester hours, or both. Prerequisite undergraduate coursework may be followed by another audition for entrance to graduate study.

### Concentration in Performance

I.	Required Courses .....	21
A.	Private lessons in a performing medium .....	12
B.	Theory sequence MUCP 511, 512 .....	6
C.	Seminar in Historical Research, MUHS 604 .....	3



II.	Electives in Music History or Music Literature .....	5
III.	Electives in Music .....	3
IV.	Humanities electives (art history, language, literature, history, philosophy; may be at 400 level) .....	3
V.	Two recitals.....	0
	A. Each to include at least 60 minutes of music exclusive of intermissions or pauses.	
	B. One must be public; the other may be public or before a faculty jury. Procedures are available from the Graduate Advisor for Music.	
VI.	Comprehensive examination .....	0
	(Voice majors and accompanying majors will be given language tests as well. Details are available from the Graduate Advisor.)	

**Note:** Piano performance majors wishing to emphasize accompanying must make appropriate arrangements with the graduate advisor.

### **Concentration in Theory/Composition**

I.	Required Courses .....	23
	A. Applied Music, selected with approvals of instructor, Graduate Advisor and Department Chairperson from MUPR 500, 501, 502, or 503 .....	4
	B. Theory sequence MUCP 511, 512 .....	6
	C. Private study in composition (may be either creative or analytical work) MUCP 518, 519 .....	6
	D. Seminar in Historical Research MUHS 604 .....	3
	E. Theory and composition .....	4
II.	Humanities electives (art history, language, literature, history, philosophy; may be at 400 level) .....	3
III.	Music electives .....	5
IV.	Composition and public performance of one of the larger forms for orchestra, vocal ensemble or chamber ensemble .....	0
V.	Comprehensive examination .....	0

### **Concentration in Music Therapy**

The concentration in Music Therapy is intended for students who have completed the training as a music therapist and wish to develop advanced clinical skills. Students will choose one of three specializations: Music Therapy with Mild/Moderately Impaired Youth, Music Therapy with Severely/Profoundly Impaired Youth, or Music Therapy with Adult Psychiatric clients.

I.	Required Courses .....	21.5
	A. Required Music Therapy/Music Courses	
	MUTH 620 Music Therapy Seminar I: Severely/Profoundly Impaired Youth	
	OR	
	MUTH 622 Music Therapy Seminar I: Mild/Moderately Impaired Youth	
	OR	
	MUTH 624 Music Therapy Seminar I: Adult Psychiatric .....	4



MUTH 621 Music Therapy Seminar II: Severely/Profoundly Impaired Youth  
OR

MUTH 623 Music Therapy Seminar II: Mild/Moderately Impaired Youth  
OR

MUTH 625 Music Therapy Seminar II: Adult Psychiatric ..... 4

MUTH 501 Psychology of Music ..... 3

MUTH 510 Group Music Therapy Experience ..... 1.5

MUCP 511 Theoretical and Aural Skills in Music I ..... 3

MUPR 590 Piano Improvisation ..... 2

MUTH 601 Thesis ..... 4

B. Required Psychology Courses ..... 6

PSYC 510 Research Methods in Psychology ..... 3

PSYC 561 Developmental Psychology ..... 3

PSYC 580 Personality ..... 3

## II. Electives (9 semester hours)

(Select 9 semester hours for specialization in consultation with  
graduate music therapy advisor, and according to individual career objectives.)

PSYC 564 Psychological Aspects of Disabling Conditions ..... 3

PSYC 565 Child and Adolescent Psychopathology ..... 3

PSYC 573 Physiological Psychology ..... 3

PSYC 578 Psychological Tests and Measurements ..... 3

PSYC 582 Behavior Modification ..... 3

PSYC 593 Clinical Interviewing

OR

PSYC 670 Introduction to Psychotherapy ..... 3

PSYC 667 Abnormal Psychology ..... 3

CS&D 506 Assessment of Preschool Children with Disabilities I ..... 3

CS&D 509 Implementing Programs for Young Children with Disabilities ..... 3

CS&D 518 Neuromotor Development of the Young Child ..... 3

CS&D 579 Special Education for Students with Disabilities ..... 3

CS&D 580 Nature and Identification of Learning Problems ..... 3

CS&D 582 Basic Instructional Techniques for Students with  
Learning Problems ..... 3

(Teacher of the Handicapped section)

CS&D 583 Language Disorders of Children ..... 3

(Non-Speech Pathology section)

CS&D 595 Medical and Physical Bases of Disabilities ..... 3

## IV. Comprehensive examination ..... 0

*Note: Additional specialization music therapy seminars may be elected with  
permission of advisor.*

Total minimum semester hours ..... 39.5

## Concentration in Music Education, Thesis Track

The thesis track is recommended for students interested in music education research or those who plan to pursue doctoral level work in music education. This track provides coursework in music and in music teaching with special emphasis on research skills/application.

I.	Music Core Courses .....	12-13
	A. Required Courses	
	MUCP 511 Theoretical and Aural Skills in Music I .....	3
	MUHS 549 Modern Music .....	3
	B. Elective Courses .....	6-7
	Any applied (MUPR), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.	
II.	Music Education Courses .....	12-13
	A. Required Course	
	MUED 603 Seminar in Music Education .....	3
	B. Elective (MUED) .....	9-10
	No more than 3 semester hours of workshop credit.	
III.	Related Course .....	3
	ELRS 503 Methods of Research .....	3
IV.	Thesis .....	4
	Minimum semester hours .....	32

## Concentration in Music Education, Non-Thesis Track

The non-thesis track is recommended for students who wish to advance their teaching skills and pedagogical understanding. This track places special emphasis on music teaching practice through coursework based on current trends in the field.

I.	Music Core Courses .....	12
	A. Required Courses	
	MUCP 511 Theoretical and Aural Skills in Music I .....	3
	MUHS 549 Modern Music .....	3
	B. Elective Courses .....	6
	Any applied (MUPR), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.	
II.	Music Education Courses .....	15
	A. Required Course	
	MUED 603 Seminar in Music Education .....	3
	Core Courses .....	6
	Choose among:	
	MUED 518 Microcomputers in Education .....	3
	MUED 570 Critical and Creative Thinking in Music .....	3
	MUED 560 Teaching Music from the World's Cultures .....	3
	B. Elective (MUED) .....	6
	No more than 3 semester hours of workshop credit.	

III.	Related Courses .....	3
	Any course:	
	COUN 559 Dynamics of Group Process .....	1-3
	ELAD 510 Educational Administration I .....	3
	ELAD 540 Supervision I .....	3
	CURR 522 Innovations in Teaching .....	3
	CURR 523 Education in the Inner City .....	3
	CURR 530 Principles of Curriculum Development .....	3
	CURR 546 Education for the Gifted and Talented .....	3
	EDFD 520 Development of Educational Thought .....	3
	EDFD 540 Social Forces and Education .....	3
	EDFD 545 Political Forces and Education .....	3
	EDFD 548 Crucial Issues in American Education .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 564 Psychological Aspects of Disabling Conditions .....	3
	PSYC 565 Child and Adolescent Psychopathology .....	3
	SOCI 565 Sociology of Youth .....	3
	SOCI 574 Sociology of Ethnic Relations .....	3
	SOCI 576 The Family as an Institution .....	3
	SOCI 577 Sociology of Poverty in the United States .....	3
IV.	Field Project .....	3
	Comprehensive examination may be taken in lieu of the field project. When choosing this option, the student will need to complete an additional 3 semester hours of course work in areas I-III.	
	Minimum semester hours .....	33

### Certification

While some of the graduate courses listed in this catalog may be applied to certification as a teacher in the New Jersey public schools or as a Registered Music Therapist, the bulk of courses required by these certifications are available only at the undergraduate level. Certification is quite separate from a Master of Arts degree. Those interested in the M.A. should contact the Department of Music for an interview with the appropriate advisor prior to beginning the admission process.

# MUSIC

## Course Descriptions

	Semester Hours
<b>MUCP 511 THEORETICAL AND AURAL SKILLS IN MUSIC I</b>	<b>3</b>
Principles and practice of music construction, aural skills in manipulating pitch and rhythm, and related structural analysis. The total spectrum of music as a base, with specific techniques of pitch and rhythm approached from harmonic and contrapuntal standpoints. Primitive and simple folk idioms, modal counterpoint in two and three parts, diatonic tonal harmony in vocal and instrumental idioms, tonal counterpoint in two parts and free composition.	
<i>Prerequisite: Matriculation as music major or instructor's permission.</i>	
<b>MUCP 512 THEORETICAL AND AURAL SKILLS IN MUSIC II</b>	<b>3</b>
Continuation of MUCP 511. Complex non-Western systems, modal and tonal imitative counterpoint in three and four parts, chromatic tonal harmony and expanded resources and techniques of the twentieth century.	
<i>Prerequisite: MUCP 511 or instructor's permission.</i>	
<b>MUCP 518, 519 PRIVATE STUDY IN COMPOSITION I, II</b>	<b>3 each</b>
Advanced work in musical composition in forms and genres determined jointly by teacher and student. Fifteen private lessons per semester.	
<i>Prerequisites: Departmental permission. Music fee.</i>	
<b>MUCP 520, 521 PRIVATE STUDY IN COMPOSITION III, IV</b>	<b>3 each</b>
Advanced work in various genres and forms of instrumental and/or vocal music.	
<i>Prerequisites: Departmental permission. Music fee.</i>	
<b>MUCP 525 KEYBOARD HARMONY FOR PIANO MAJORS I</b>	<b>1</b>
Skills pianists will need as professional performers, therapists, and educators. Harmonization, transposition, improvisation, realization of figured bass, reduction of open scores, and sightreading.	
<b>MUCP 526 KEYBOARD HARMONY FOR PIANO MAJORS II</b>	<b>1</b>
Continuation of MUCP 525.	
<i>Prerequisite: MUCP 525.</i>	
<b>MUCP 599 INDEPENDENT STUDY IN THEORY/COMPOSITION</b>	<b>1 - 4</b>
Individual work performed in connection with a regularly scheduled course but in greater depth than normally required by that course.	
<i>Prerequisite: Permission of instructor and department chairperson.</i>	
<b>MUCP 600 INDEPENDENT STUDY IN THEORY/COMPOSITION</b>	<b>1 - 4</b>
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for one in which the work will be completed.	
<i>Prerequisite: Permission of instructor and department chairperson.</i>	



**MUED 500 WORKSHOP IN MUSIC EDUCATION 1 - 3**

Changing conditions in the schools and new methods and materials for in-service and pre-service teachers. Lectures, demonstrations. Literature and materials selected according to workshop focus.

*Prerequisite: Permission of Graduate Advisor or Coordinator of Music Education.*

**MUED 501 PSYCHOLOGY OF MUSIC 3**

Psychological foundations of music, including cognition perception, emotional meaning; musical development and learning; testing for musical ability; research methodology. Cross listed with Music, MUTH 501.

*Prerequisite: Two undergraduate music courses and one course in Psychology.*

**MUED 510 SELECTED TOPICS IN MUSIC EDUCATION 1-3**

This course provides a forum for in-depth examination of a selected topic in classroom music teaching.

**MUED 518 MICROCOMPUTERS IN MUSIC EDUCATION 3**

A profile of a microcomputer music system, a history of microcomputer applications to music, a review of pre-college, collegiate, and professional music software, the basics of music programming, a review of MIDI applications and MIDI keyboards, the use of interactive video discs in music, and the future of computer applications to music.

**MUED 520 GENERAL MUSIC IN SECONDARY SCHOOL 3**

Examination and practicum of methods, materials and philosophies of non-performance courses in the junior and senior high school.

**MUED 521 CREATIVE MOVEMENT AND DANCE 3**  
**EXPERIENCES FOR CHILDREN**

Investigating the principles of movement in relationship to the principles of music as a format for designing dance and movement experiences which enhance the music learning process. A focus on strategies appropriate for the elementary music classroom. Active participation. Field component. Midterm/final project.

**MUED 522 PEDAGOGY OF THE PIANO 2**

Principles, materials, and techniques for teaching piano to individuals or groups, in school or studio situation.

**MUED 527 PEDAGOGY OF THE VOICE 2**

Principles, materials, and techniques for teaching voice to individuals or groups, in school or studio situation.

**MUED 550 MUSIC EDUCATION TECHNIQUES FOR 3**  
**CHILDREN WITH DISABILITIES**

Special education techniques as applied to music education; teaching music through movement and simple rhythm instruments. Covers all areas of a broad-based education program as it applies to K-12 populations with mild to moderate handicaps.

**MUED 560 TEACHING MUSIC FROM THE WORLD'S CULTURES 3**

This course will examine world musics from a cultural and pedagogical perspective. Following a geographic approach, i.e., Asia, Africa, selected musics will serve as a basis for exploring the musical stylistic dimensions, regional influences, cultural influences, and interrelationships with other art forms. Hands-on application to classroom music teaching K-12. May be repeated one time for a total of six credits.

- MUED 570 CRITICAL AND CREATIVE THINKING IN MUSIC 3**  
Theories of critical and creative thinking with application to the music classroom; developing music strategies that facilitate problem solving and thinking development. Field component.
- MUED 578 KODALY SYSTEM IN MUSIC EDUCATION 3**  
Principles for using Kodaly materials and techniques in teaching music reading and comprehension.  
*Prerequisite: Majors only or instructor's permission.*
- MUED 579 PROBLEMS AND MATERIALS OF INSTRUMENTAL MUSIC 3**  
Evaluation of teaching experiences; problems of organizing instrumental music in school; literature for orchestra, band and small ensemble at various levels.
- MUED 580 PROBLEMS AND MATERIALS OF CHORAL MUSIC 3**  
Survey of choral repertoire for accompanied and unaccompanied groups, for changing, unchanged and mixed voices. Evaluation materials; building programs. Class constitutes a laboratory chorus.
- MUED 581 ORFF WORKSHOP I-CONCEPTS AND SKILLS 1 - 3**  
Study of basic philosophy of the Orff *Schulwerk* through movement, melodic and rhythmic training, improvisation and the use of relevant instruments and materials.  
*Prerequisite: MUED 582 or instructor's permission.*
- MUED 599 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4**  
Regularly listed courses pursued in greater depth, by arrangement with graduate advisor for music prior to registration. May be elected more than once during the program, but only once each semester.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUED 600 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4**  
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the one in which the work will be completed.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUED 603 SEMINAR IN MUSIC EDUCATION 3**  
Philosophies of music education and their application to the classroom. Investigation and application of techniques of research as they apply to music education.
- MUED 604 SUPERVISION AND ADMINISTRATION OF SCHOOL MUSIC PROGRAMS 3**  
Functions and responsibilities of school music administration based on philosophies of music education, leadership styles and techniques of management and personnel relationships.

**MUED 605 FIELD PROJECT IN MUSIC EDUCATION 3**

This seminar is designed to help students focus on their area of study and design an appropriate field project. This seminar also entails directed independent study in field projects.

*Prerequisite: MUED 603.*

**MUED 606 THESIS IN MUSIC EDUCATION 4**

This seminar is designed to help graduate students focus on their area of study and write a preliminary proposal. This seminar also entails directed independent study in thesis projects.

*Prerequisite: MUED 603.*

**MUHS 500 SELECTED TOPIC IN MUSIC I 3**

Study of a specific area. May be taken a second time. 7 week course.

**MUHS 501 SELECTED TOPIC IN MUSIC II 3**

Study of a specific area. May be taken a second time. 7 week course.

**MUHS 502 SELECTED PROBLEMS IN MUSIC HISTORY AND ANALYSIS 3**

A series of projects in music history and analysis involving detailed work on pieces selected with the needs and interests of members of the class in mind. Students will also be expected to master the contents of a standard textbook. For graduate students whose placement tests have indicated that further work in history and analysis is needed prior to undertaking full-fledged graduate work in those areas; others by permission of the instructor. Does not count toward a graduate degree.

**MUHS 505 PERFORMANCE PRACTICE IN THE BAROQUE ERA 3**

Study of problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the time of Caccini and Monteverdi through that of J. S. Bach and Handel.

**MUHS 506 PERFORMANCE PRACTICE IN THE CLASSICAL ERA 3**

Study of problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the second decade of the eighteenth century through the works of Beethoven.

**MUHS 549 MODERN MUSIC 3**

Study of musical styles of the twentieth century: historical sources, major composers, and recent trends.

**MUHS 552 ETHNOLOGICAL APPROACH TO MUSIC 3**

Non-Western music; ethnic roots and influences, theory, media, and performance practices. Folk and professional idioms of the Far East, Near East, Africa, Europe and the Americas. Study for non-majors will emphasize musical experience and social-cultural background, while music majors will also pursue a more technical approach.



- MUHS 554 DEVELOPMENT OF THE OPERA I 3**  
 Operas of the Baroque and Classical eras from Monteverdi through Beethoven; evolution of style, changing aesthetics, characterization and plot development and the cultural environment within which these developments have taken place.
- MUHS 555 DEVELOPMENT OF THE OPERA II 3**  
 Continuation of MUHS 554, examining operatic styles and representative works of the Romantic and Modern eras.  
*Prerequisite: MUHS 554 or instructor's permission.*
- MUHS 599 INDEPENDENT STUDY IN 1 - 4**  
**MUSIC HISTORY AND LITERATURE**  
 The undertaking of course work in one of the regularly listed catalogue courses of the department of Music (but not to include Applied Music) in depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUHS 600 INDEPENDENT STUDY IN 1 - 4**  
**MUSIC HISTORY AND LITERATURE**  
 Individual pursuit of a research topic culminating in a written document of length and scholarly integrity independent of any course structure. May cover two semesters; student registers for the semester in which the work will be completed.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUHS 604 SEMINAR IN HISTORICAL RESEARCH 3**  
 Study of music bibliography, research method and critical analysis.
- MUHS 605 SEMINAR IN HISTORICAL AND 3**  
**THEORETICAL STUDIES**  
 Research and discussion of selected topics in the literature of music focusing on stylistic and analytical problems.
- MUHS 606 SEMINAR IN HISTORICAL AND 3**  
**THEORETICAL STUDIES II**  
 Continuation of MUHS 605.  
*Prerequisite: MUHS 605.*
- MUPR 500, 501, 502, 503 APPLIED MUSIC I, II, III, IV 1 each**  
 Fifteen half-hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.
- MUPR 504, 505, 506, 507 APPLIED MUSIC V, VI, VII, VIII 2 each**  
 Fifteen one hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.
- MUPR 508, 509, 510, 511 APPLIED MUSIC IX, X, XI, XII 3 each**  
 Fifteen one hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.



- MUPR 512, 513, 514** APPLIED MUSIC XIII, XIV, XV **4 each**  
Fifteen one-hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.
- MUPR 515, 516** APPLIED MUSIC XVI, XVII **6 each**  
Fifteen one-hour lessons per semester, private instruction. Recital required. Admission with permission of graduate advisor. Music fee.
- MUPR 529** CHORAL CONDUCTING **2**  
Problems and techniques of choral rehearsal and performance: tone production, intonation, balance and diction. Accompanied and unaccompanied choral repertoire.  
*Prerequisites: Undergraduate course in choral conducting or experience satisfactory to the instructor or the graduate advisor for music.*
- MUPR 530** ADVANCED CONDUCTING **3**  
Baton techniques, clef reading, playing from score at the piano, transposition, score analysis, rehearsal techniques and problems of interpretation and accompaniment by orchestra and band, as well as choral conducting techniques.  
*Prerequisite: Preparation satisfactory to the instructor or the graduate advisor.*
- MUPR 531** ENSEMBLE: CHORUS **2**  
Rehearsal and performance in conventional choral media. Admission by audition only. May repeat.
- MUPR 533** ENSEMBLE: OPERA WORKSHOP **0 - 2**  
Rehearsal and performance of operatic repertoire in English or English translation. Admission by audition only. Auditions held in the semester prior to the one in which the workshop is offered. Open to pianists and singers. May repeat for credit.
- MUPR 535** ENSEMBLE: BAND **2**  
Rehearsal and performance of band and wind ensemble literature. Admission by audition only. May repeat.
- MUPR 537** ENSEMBLE: ORCHESTRA **0 - 2**  
Rehearsal and performance of orchestral repertoire. Admission by audition only. May be repeated for credit.
- MUPR 539** MASTER CLASS IN MUSICAL PERFORMANCE: **2**  
GERMAN VOCAL LITERATURE  
Coaching small groups in refinements of performance, including stylistic interpretation, programming, interpretative analysis, diction, etc. Open through audition to both singers and pianists.  
*Prerequisite: Permission of instructor.*
- MUPR 540** MASTER CLASS IN MUSICAL PERFORMANCE: **2**  
ITALIAN VOCAL LITERATURE  
Similar to MUPR 539, but focusing on Italian repertoire. Open through audition to singers and pianists.  
*Prerequisite: Permission of instructor.*

- MUPR 541 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**FRENCH VOCAL LITERATURE**  
 Similar to MUPR 539, but focusing on French repertoire. Open through audition to singers and pianists.  
*Prerequisite: Permission of instructor.*
- MUPR 542 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**ENGLISH VOCAL LITERATURE**  
 Similar to MUPR 539, but focusing on English repertoire. Open through audition to singers and pianists.  
*Prerequisite: Permission of instructor.*
- MUPR 543 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**WOODWIND LITERATURE**  
 Coaching small groups in solo and small ensemble literature for woodwind instruments. Stress on stylistic interpretation, tone, balance and other refinements of performance. Open through audition. Pianists may register as accompanists, but must audition.  
*Prerequisite: Permission of instructor.*
- MUPR 544 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**BRASS LITERATURE**  
 Similar to MUPR 543, but focusing on brass repertoire. Open to pianists and brass players through audition.  
*Prerequisite: Permission of instructor.*
- MUPR 545 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**STRING LITERATURE**  
 Similar to MUPR 543, but focusing on string repertoire. Open to pianists and string players through audition.  
*Prerequisite: Permission of instructor.*
- MUPR 546 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**ORGAN LITERATURE**  
 Similar to MUPR 543, but focusing on organ repertoire. Open to organists only, through audition.  
*Prerequisite: Permission of instructor.*
- MUPR 547 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**PIANO LITERATURE**  
 Similar to MUPR 543, but focusing on piano repertoire. Open to pianists only, through audition.  
*Prerequisite: Permission of instructor.*
- MUPR 548 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**PERCUSSION LITERATURE**  
 Similar to MUPR 543, but focusing on percussion repertoire. Open to percussionists through audition.  
*Prerequisite: Permission of instructor.*

**MUPR 550, 551, 552, 553** CHAMBER ENSEMBLE **1 each**

PERFORMANCE I, II, III, IV

Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.

*Prerequisite: Departmental permission.*

**MUPR 590** PIANO IMPROVISATION **2**

Development of keyboard skills and ear-training for clinical improvisation.

*Prerequisite: MSIN 401.*

**MUPR 599** INDEPENDENT STUDY IN MUSIC PERFORMANCE **1 - 4**

Regularly listed course work pursued in great depth, by permission of graduate advisor for music prior to registration. May be elected more than once during the program but only one course per semester.

*Prerequisites: Permission of instructor and department chairperson.*

**MUPR 600** INDEPENDENT STUDY IN MUSIC PERFORMANCE **1 - 4**

Individual pursuit of a problem of performance or an aspect of musical repertoire, culminating in a performance and appropriate written work. Arranged with the graduate advisor for music and a course advisor appointed by him prior to the independent study semester. May cover two semesters; student registers for the semester in which the work will be completed.

*Prerequisites: Permission of instructor and department chairperson.*

**MUTH 501** PSYCHOLOGY OF MUSIC **3**

Psychological foundations of music including cognition, perception, emotional meaning, musical development and learning; testing for musical ability; research methodology. Cross listed with Music, MUED 501.

*Prerequisites: Two undergraduate music courses and one course in psychology.*

**MUTH 502** THE USE OF MUSIC IN SPECIAL EDUCATION **3**

Musical development relative to child development will be studied. Within this context music activity will be adopted for varying handicapped child populations.

*Prerequisites: Undergraduate Developmental or Child Psychology; Child Psychology of the Handicapped or related course; experience with handicapped children; and proficiency in music.*

**MUTH 510** GROUP MUSIC THERAPY EXPERIENCE **1.5**

Use of creative media to express and explore feelings and issues in a supportive and productive environment. Specific content to be determined by members and therapist. Group members may apply what they have experienced to their own client groups. May be repeated for credit.

*Prerequisites: Graduate status; instructor's permission.*

**MUTH 520** EXPERIMENTAL RESEARCH IN MUSIC **3**

Methods of experimental research in music and music therapy. Knowledge of experimental research techniques assumed. Emphasis is on using these skills to design and execute research projects.

*Prerequisite: Knowledge of research and statistics required.*

**MUTH 599 INDEPENDENT STUDY IN MUSIC THERAPY 1 - 3**

Regularly listed courses pursued in greater depth, by arrangement with the instructor prior to registration. May be elected more than once during the program, but only one course per semester.

*Prerequisites: Permission of instructor and department chairperson.*

**MUTH 600 INDEPENDENT STUDY IN MUSIC THERAPY 1 - 4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for the one in which the work will be completed. Written permission required.

*Prerequisites: Permission of instructor and department chairperson.*

**MUTH 601 THESIS 4**

Research and develop a topic of interest. Thesis may be experimental, theoretical, historical, or descriptive research.

*Prerequisites: Graduate matriculation; completion of most course work toward Music Therapy degree; instructor's permission.*

**MUTH 620 MUSIC THERAPY SEMINAR I:  
SEVERELY/PROFOUNDLY IMPAIRED YOUTH 4**

Introduction to theoretical and applied skills in use of music therapy with severely/profoundly impaired youth. Developmental framework, applied to review of relevant literature, normal musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 621 MUSIC THERAPY SEMINAR II:  
SEVERELY/PROFOUNDLY IMPAIRED YOUTH 4**

Advanced theoretical and applied skills in use of music therapy with severely/profoundly impaired youth. Developmental framework, applied to review of relevant literature, normal musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 622 MUSIC THERAPY SEMINAR I:  
MILD/MODERATELY IMPAIRED YOUTH 4**

Introduction to combination of theoretical and applied skills in use of music therapy with mild/moderately impaired youth. Developmental framework, applied to review of relevant literature, on musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques, of music therapy evaluation. Practicum included.



**MUTH 623 MUSIC THERAPY SEMINAR II: MILD/MODERATELY IMPAIRED YOUTH 4**

Advanced theoretical and applied skills in use of music therapy with mild/moderately impaired youth. Developmental framework, applied to review of relevant literature on musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 624 MUSIC THERAPY SEMINAR I: ADULT PSYCHIATRIC 4**

Introductory theoretical and applied skills in use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group literature. Music therapy sessions with emphasis on observation of behavior. Practicum included.

**MUTH 625 MUSIC THERAPY SEMINAR II: ADULT PSYCHIATRIC 4**

Advanced theoretical and applied skills in the use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group process literature. Music therapy sessions with emphasis on observation. Practicum included.

# NEW JERSEY SCHOOL OF CONSERVATION

*Director: Dr. John J. Kirk*

The New Jersey School of Conservation is the Environmental Education Field Campus of Montclair State University and is the largest university-operated environmental center in the world. The School of Conservation is located 57 miles from the main campus on a 240-acre tract located in the center of Stokes State Forest in Sussex County. Administratively, it is part of the College of Science and Mathematics.

The programs at the School of Conservation are designed to provide the students with a greater understanding and appreciation of the role natural areas play as part of a life support system. The resident programs provide environmental field experiences in the humanities, social studies, outdoor pursuits, and the sciences. Each academic year the school provides resident environmental education programs for over 9,000 elementary/secondary school students, and 2,000 teachers from 160 schools. There are also several field courses provided for graduate students. In addition, there are three weekend workshops held each academic year designed to train classroom teachers and youth leaders in environmental education curriculum development and field techniques for programs in environmental education. The workshops are held in October, February, and May. Each workshop carries one semester hour of undergraduate or graduate credit. During the summer, the School offers several ten-day courses at the graduate level for teachers pursuing advanced degrees in environmental education and related fields.

## Course Descriptions

	Semester Hours
<b>CNFS 460 PRACTICUM IN ENVIRONMENTAL EDUCATION</b>	<b>3</b>
This course is designed to provide future teachers and supervisors with a background of experience and knowledge which will enable them to organize and conduct environmental education programs. Using an extensive library of environmental education materials, students formulate teaching units, lists of teaching aids, and projects suitable for use in environmental programs. Participating in environmental programs with school children in residence at the School of Conservation furnishes a practical background for environmental education development.	
<b>CNFS 470 INTRODUCTION TO WILDERNESS STEWARDSHIP</b>	<b>2</b>
Intensive two week back country camping course to be held entirely in the field. Provides a basic understanding of how to utilize our natural areas with minimum environmental impact while pursuing outdoor recreational activities. An additional laboratory fee to cover food, lodging, and equipment will be required.	

**CNFS 471 FUNDAMENTALS OF WILDERNESS LEADERSHIP 3**

Intensive three week back country camping course to be held entirely in the field. Throughout the program, leadership, judgment, conservation, and sound expedition skills and abilities are emphasized and practiced. A lab fee to cover the cost of food, lodging, and equipment will be required.

*Prerequisite: CNFS 470.*

**CNFS 472 TRAINING FOR WILDERNESS LEADERS 5**

Intensive five week wilderness camping course to be held entirely in the field. Provides a basic understanding of back country principles and various travel skills and emphasizes leadership, judgment, conservation and sound expedition skills. A lab fee to cover the cost of food, lodging, and equipment will be required.

**CNFS 495 WORKSHOP ON UTILIZING NATURAL ENVIRONMENTS 1**

To provide classroom teachers in all disciplines with experiences in using the natural environment to supplement classroom experiences. Opportunity for teachers to increase their knowledge of, as well as skills in, the techniques of incorporating the physical, biological, and socio-cultural components of the environment in their curricula will be emphasized through the use of small group lecture sessions held in the natural environment being described. Students are provided with the opportunity of administering and experimenting in each of four such environments out of a choice ranging from 15 to 20 specific subject areas.

**CNFS 496 FIELD STUDY IN HUMANITIES AND NATURAL SCIENCE 1**

Provides teachers in varied and diversified subject areas with an understanding of how the humanities and sciences may be taught in natural environments for the purpose of developing an environmental sensitivity.

**CNFS 497 FIELD STUDIES IN SOCIAL STUDIES AND OUTDOOR RECREATION 1**

Provides an understanding of how outdoor pursuits and social studies may be taught using natural environments to develop environmental sensitivity. Does not meet resident requirement.

**CNFS 500 CURRICULUM DEVELOPMENT IN ENVIRONMENTAL EDUCATION 3**

The historical, philosophical and conceptual aspects of developing a K-12 environmental education curriculum. The focus is on the four major curriculum areas: humanities, social studies, science and outdoor pursuits with proposed activities for the classroom, school grounds, community and natural areas, intended to enhance the students' awareness of environmental problems and their possible solutions

**CNFS 501 OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 2**

This course will include a working definition of outdoor environmental teaching sites as they relate to current developments in environmental education. Also incorporated, through lecture and discussion, will be pertinent information on the philosophy, design, construction, and use of outdoor environmental teaching sites, with special emphasis on sites which can be developed on land areas adjacent to schools.

*Corequisite: CNFS 521.*

**CNFS 502 AMERICAN HERITAGE SKILLS 2**

This course will focus on the home life style for the American colonies from the 1600's to the 1800's. Various skills such as spinning, working with wool, natural dyeing, candle making, rug making, soap making, quilting and food processing will be demonstrated and students will have the opportunity to develop their proficiency in these areas. The colonial living skills will be integrated into a general overview of the two hundred year time period under consideration, rather than considered as isolated elements. Must be taken concurrently with CNFS 522.

*Corequisite: CNFS 522.*

**CNFS 503 HUMANITIES AND THE ENVIRONMENT 3**

This course will focus on the cycle of man's relationship to nature based on three sequential stages: 1) man in nature, in which archaic religions, myths and legends will be investigated; 2) man versus nature, which will be a consideration of the alienation due to the influence of science and technology; and 3) man and nature, which will consider the new mysticism of today. The course work will include lecture, discussion, seminar and independent study.

**CNFS 505 SOCIETY AND THE NATURAL ENVIRONMENT 2**

This course will focus upon interrelationships of a forest ecosystem. Soil, water, plants and animals found in a northeastern hardwood forest will be examined in detail and their relationship to humankind will be discussed and reviewed. CNFS 525 must be taken concurrently.

*Corequisite: CNFS 525.*

**CNFS 510 ENVIRONMENTAL IMPACT OF RECREATION ON NATURAL AREAS 2**

Students will examine the impact of recreation on natural areas in four of New Jersey's major ecosystems: upland forest, pine lands, salt marsh and barrier beach. Investigation of recreation records and plans will allow for comparison and contrast of heavily used sites with those which have been relatively undisturbed. Students develop "Recreation Impact Statements". CNFS 511 must be taken concurrently.

*Prerequisite: Special fee.*

*Corequisite: CNFS 511*

**CNFS 511 FIELD INVESTIGATION OF ENVIRONMENTAL IMPACT ON NATURAL AREAS 1**

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course, "Environmental Impact of Recreation on Natural Areas" (CNFS 510), and to provide practical exercises in measuring impact on recreational areas. CNFS 510 must be taken concurrently.

*Corequisite: CNFS 510.*



**CNFS 521 FIELD LABORATORY EXPERIENCE IN OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 1**

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course, "Outdoor Teaching Sites for Environmental Education" (CNFS 501), and to provide practical field exercises in developing environmental teaching site strategies. CNFS 501 must be taken concurrently.

*Corequisite: CNFS 501*

**CNFS 522 FIELD LABORATORY EXPERIENCE IN AMERICAN HERITAGE SKILLS 1**

The field experiences in this one-credit course are designed to support, supplement and amplify the theoretical foundations communicated in the course, "American Heritage Skills" (CNFS 502), and to provide practical applications of both the content of "American Heritage Skills" and its methodology. CNFS 502 must be taken concurrently.

*Corequisite: CNFS 502.*

**CNFS 525 FIELD LABORATORY EXPERIENCE IN SOCIETY AND THE NATURAL ENVIRONMENT 1**

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course "Society and the Natural Environment" (CNFS 505). CNFS 505 must be taken concurrently.

*Corequisite: CNFS 505.*

**CNFS 530 WORKSHOP IN WILDLIFE MANAGEMENT EDUCATION 1**

This is a field course designed to provide information about wildlife and environmental topics to be included in a school curriculum. Curriculum supplements include Project WILD and Aquatic WILD offered to the participants.

**CNFS 595 CONSERVATION BIOLOGY: THE PRESERVATION OF BIOLOGICAL DIVERSITY 3**

This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with BIOL 595.

*Prerequisite: One semester of college biology with laboratory.*

**CNFS 601 ADVANCED ENVIRONMENTAL EDUCATION SEMINAR 2**

The seminar is geared toward advanced students who want to examine, in depth, a selected topic related to current developments in environmental education. The seminar will choose a particular issue facing environmental education, develop a method for studying that issue, and produce a publishable work (e.g. curriculum materials or academic paper) related to the topic.

*Prerequisites:* CNFS 500, graduate status required.

*Corequisite:* CNFS 621.

**CNFS 609 INDEPENDENT STUDY IN ENVIRONMENTAL CURRICULUM DEVELOPMENT 1 - 4**

Teachers, who have participated in academic programs at the School of Conservation and wish to deepen their understanding of environmental education activities, may enroll in this independent study. In doing so, participants may develop an environmental education curriculum for a specific grade level, subject discipline, or school district. Credit is dependent on the scope and depth of the program to be developed.

**CNFS 610 ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY 2**

This course is intended to provide an overview of administrative procedures in organizing and implementing a day or resident program in environmental education. Among the areas to be reviewed are: historical and philosophical perspectives, development of a field curriculum, staff selection and training, financial management, facility design and selection of equipment.

*Corequisite:* CNFS 620.

**CNFS 620 FIELD LABORATORY EXPERIENCES IN ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY 1**

The field experiences in this one-credit graduate course are designed to support and supplement the theoretical foundations communicated in the course, "Administration and Supervision of Environmental Field Study" (CNFS 610) and to provide opportunities to conduct on-site facility evaluation, test teaching equipment, discuss training programs with faculty at other facilities, and review financial management and business procedures used in the variety of centers. CNFS 610 must be taken concurrently.

*Corequisite:* CNFS 610.

**CNFS 621 FIELD LABORATORY EXPERIENCE IN ENVIRONMENTAL EDUCATION 1**

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course "Advanced Environmental Education Seminar" (CNFS 601). CNFS 601 must be taken concurrently.

*Corequisite:* CNFS 601.

# PHYSICAL EDUCATION

*Chairperson: Dr. Susan Schwager*

*Graduate Advisor: Dr. Ree K. Arnold*

The graduate program in Physical Education provides students the opportunity to pursue advanced study in the general field of physical education, and to develop competency in an area of concentration. Concentrations are offered in Teaching and Administration of Physical Education, Coaching and Sports Administration, and Exercise Sciences. The program is designed to develop and enhance competencies necessary for teaching in school programs, coaching of athletics, conducting individualized exercise programs, administration of physical education and/or athletics, and administration of specialized exercise programs in a non-school setting.

Both theoretical and practical approaches are emphasized throughout the program. In addition to course work in an area of concentration, all students complete a core of required courses including philosophical and sociological foundations of sport and physical education. Analytical skills are developed through a sequence of courses culminating in a research project. A comprehensive examination is required of all degree candidates.

Facilities for research in motor learning, biomechanics and exercise physiology are provided in the Speidel Human Performance Laboratory. These facilities are available for classwork and independent research by students and faculty.

The Department of Health Professions, Physical Education, Recreation and Leisure Studies is a member of the Panzer School Council and is administered by the School of Professional Studies. The Master of Arts degree with a major in Physical Education has been offered at Montclair State since 1964.

## ADMISSION REQUIREMENTS

All applicants must meet the basic admission requirements for graduate study at Montclair State. Applicants for the concentrations in Teaching and Administration of Physical Education and Coaching and Sports Administration must have a bachelor's degree with a major in Physical Education or a teaching certificate in Physical Education. For the concentration in Exercise Sciences, a bachelor's degree with a major in Physical Education or a closely related area is preferred; evidence of coursework in anatomy and physiology, exercise physiology, chemistry and nutrition is required. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to matriculation in the master's program.

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PHYSICAL EDUCATION

## I. Required Courses\*

PEMJ	575	Philosophical and Sociological Foundations of Sport and Physical Education .....	3
PEMJ	579	Analytic Methods in Physical Education .....	3
PEMJ	503	Research Methods in Physical Education .....	3
PEMJ	505	Research Seminar in Physical Education .....	1
PEMJ	603	Research Project .....	4
(Full year course, register in Fall only)			

\*Course 579 must be completed before 503 and both 503 and 505 must be completed before 603. In special cases 579 and 503 may be taken concurrently with permission of the instructor of 503.

## II. Concentrations

In addition to the required courses above, students are required to complete 15 semester hours in one of the following concentrations.

### A. Teaching and Administration of Physical Education

PEMJ	530	Individualized Programs in Physical Education for the Handicapped .....	3
PEMJ	556	Advanced Motor Learning .....	3
PEMJ	557	Perceptual-Motor Development in Physical Education .....	3
PEMJ	560	Physical Education Programs in a School Setting .....	3
PEMJ	577	Administration and Supervision of Physical Education .....	3

### B. Coaching and Sports Administration

PEMJ	508	Administration and Supervision of Athletics and Coaching .....	3
PEMJ	554	Orientation to Sports Medicine .....	3
PEMJ	555	Biomechanical Analysis of Movement and Sport Skills .....	3
PEMJ	556	Advanced Motor Learning .....	3
PEMJ	559	Applied Sport Psychology .....	3

### C. Exercise Sciences

PEMJ	540	Applied Exercise Physiology .....	3
PEMJ	541	Exercise Prescription and Programming .....	3
PEMJ	542	Applied Cardiac Rehabilitation .....	3
PEMJ	544	Administration of Specialized Exercise Programs .....	3
PEMJ	548	Practicum in Individualized Exercise Programs .....	*3 - 6

\*3 s.h. required; additional s.h. considered as elective credits, with approval of advisor.



### III. Free Electives

Six semester hours may be selected from the Physical Education offerings or from any discipline outside the field of physical education, provided course prerequisites are satisfied.

### IV. Comprehensive Examination

All students are required to complete a comprehensive examination during the last year of their work. The examination is given in March and October. Application forms are available in the Office of Graduate Studies and must be filed six weeks before the examination in the office of the Graduate Advisor in Physical Education. The examination consists of two parts covering knowledge in the concentration area and philosophy/sociology of physical education, sport and fitness.

### SUMMARY

Required Courses	14 s.h.
Concentration	15 s.h.
Free Electives	6 s.h.
Minimum 35 s.h.	

Note: The following PEMJ courses are general electives within the program:

- PEMJ 492 Selected Topics in Physical Education
- PEMJ 516 Comparative Physical Education
- PEMJ 531 Practicum in Physical Education for the Handicapped
- PEMJ 550 Survey of Literature and Trends in Physical Education
- PEMJ 552 Seminar in Current Problems in Athletics
- PEMJ 553 A Neurological Approach to Motor Learning and Performance

A list of suggested electives from other departments is available from the graduate advisor.

## PHYSICAL EDUCATION

### Course Descriptions

	Semester Hours
<b>PEMJ 503 RESEARCH METHODS IN PHYSICAL EDUCATION</b>	<b>3</b>
An introduction to the theory and methods of historical, descriptive and experimental methods of research in physical education. Topics include the nature of research, interpretation of data and design of research.	
<i>Prerequisite: PEMJ 579.</i>	
<b>PEMJ 505 RESEARCH SEMINAR IN PHYSICAL EDUCATION</b>	<b>1</b>
Provides for the examination of current research topics in physical education, sport, and exercise sciences. Each student will conduct an in-depth review and analysis of literature related to a specific research topic, and develop a formal research proposal.	
<i>Prerequisite: PEMJ 503 and 579.</i>	
<b>PEMJ 508 ADMINISTRATION AND SUPERVISION OF ATHLETICS AND COACHING</b>	<b>3</b>

Underlying principles and desirable practices from the point of view of the administrator and supervisor, and of the person supervised and subjected to administrative policies. Interviewing, observation, conducting conferences and administrative considerations.

**PEMJ 516 COMPARATIVE PHYSICAL EDUCATION 3**

A comparative study of physical education to provide insight and greater understanding of programs in other countries. Such factors as the role of physical education, the similarities and differences in teacher preparation and the school curriculum between selected countries will be examined and compared in detail.

**PEMJ 530 INDIVIDUALIZED PROGRAMS IN PHYSICAL EDUCATION 3  
FOR THE HANDICAPPED**

This course will offer a pragmatic approach to the planning and implementation of programs in appropriate environments to meet specific needs of handicapped persons.

**PEMJ 531 PRACTICUM IN PHYSICAL EDUCATION FOR 3  
THE HANDICAPPED**

Practical experience with mentally retarded, emotionally disturbed, physically handicapped or sensory handicapped persons. Requirement is for 120 hours (including conference time).

*Prerequisites: PEMJ 557 and instructor's permission.*

**PEMJ 539 ADVANCED EXERCISE PHYSIOLOGY 3**

An advanced course in exercise physiology. Topics include muscular contraction; bioenergetics; energy expenditure; acid-base balance; gas exchange; and the cardiovascular, pulmonary, endocrine, and nervous system responses to acute exercise.

*Prerequisite: PEMJ 220 or permission of instructor.*

**PEMJ 540 APPLIED EXERCISE PHYSIOLOGY 3**

An advanced course in applied exercise physiology. Topics include physiological adaptations to chronic exercise, dietary manipulation, pharmacological intervention, and environmental stressors; the underlying mechanisms affecting those physiological adaptations; and the effect of those adaptations on human physical performance. Body composition assessment and interventions to change body composition are also discussed.

*Prerequisites: PEMJ 539 or permission of instructor.*

**PEMJ 541 EXERCISE PRESCRIPTION AND PLANNING 3**

This course focuses on developing the skills necessary to conduct aerobic fitness testing and to prepare aerobic exercise prescriptions/programs. Topics include aerobic fitness testing protocols, assessment of various physiological variables during exercise testing, and aerobic exercise prescription/programs for healthy and special populations.

*Prerequisite: PEMJ 539 or permission of instructor.*

**PEMJ 542 APPLIED CARDIAC REHABILITATION 3**

This course is designed to provide the student with current information regarding the application of scientific and programming principles of cardiac rehabilitation in a variety of settings. Students are also given the opportunity to work with actual cardiac rehabilitation patients in an appropriate hospital setting.

*Prerequisites: PEMJ 539 or permission of instructor.*

**PEMJ 543 ANAEROBIC EXERCISE PROGRAM 3**

The course is an advanced course in neuromuscular resistance training and conditioning and flexibility training. Topics include anaerobic and flexibility fitness testing protocols, and anaerobic and flexibility exercise prescriptions/programs for healthy and special populations.

*Prerequisite: PEMJ 539 or permission of instructor.*

**PEMJ 544 ADMINISTRATION OF SPECIALIZED EXERCISE PROGRAMS 3**

This course provides information concerning principles of administration, staffing, facilities, equipment, and finance to prepare the student to administer specialized exercise programs in a variety of settings.

**PEMJ 548 PRACTICUM IN INDIVIDUALIZED EXERCISE PROGRAMS 3 - 6**

This course provides the student the opportunity for practical experience in the application of individualized exercise prescriptions for asymptomatic and/or symptomatic individuals in a variety of nonschool settings.

*Prerequisites: Completion of required courses within area of specialization in exercise sciences (12 sh) or permission of instructor.*

**PEMJ 550 SURVEY OF LITERATURE AND TRENDS IN PHYSICAL EDUCATION 3**

Comprehensive survey of books, periodicals and other teaching materials in the field of physical education; outstanding authors and current leaders in physical education are studied.

**PEMJ 552 SEMINAR IN CURRENT PROBLEMS IN ATHLETICS 3**

The organization, planning and administration of intramural and interscholastic sports programs for men and women. Program development, scheduling, promotion and conduct of the program and personnel selection. Other persistent problems identified by the students will be discussed as will trends in such areas as sports media, coaching and officiating.

**PEMJ 553 A NEUROLOGICAL APPROACH TO MOTOR LEARNING AND PERFORMANCE 3**

The psychology of motor behavior, a neuropsychological approach; integrating neuropsychological and behavioral information as a beginning toward understanding motor behavior.

**PEMJ 554 ORIENTATION IN SPORTS MEDICINE 3**

New techniques, materials, modalities and problems related to the prevention and care of athletic injuries; current developments in the field; new conditioning concepts and activities for both the athlete and nonathlete.

*Prerequisites: Courses in kinesiology, physiology of exercise and prevention and care of athletic injuries, or permission of instructor.*

**PEMJ 555 BIOMECHANICAL ANALYSIS OF MOVEMENT AND SPORT SKILLS 3**

The examination of internal and external forces that act upon a human body and the effects produced by these forces during the performance of movement and sport skills. Application of techniques for measuring and diagrammatically representing these forces.



- PEMJ 556 ADVANCED MOTOR LEARNING 3**  
 Psychological learning theory and research related to physical activity and educational program situations. Application of research and theory to the teaching of physical education and sport.
- PEMJ 557 PERCEPTUAL MOTOR DEVELOPMENT 3**  
**IN PHYSICAL EDUCATION**  
 Current theories concerning the interrelationships of perceptual motor development and sensorimotor activity. Implications for school physical education programs will be emphasized.
- PEMJ 559 APPLIED SPORT PSYCHOLOGY 3**  
 This course provides an in-depth analysis of the theories and techniques of sport psychology. Student will learn how to apply these skills to the teaching and coaching situations in order to optimize the performance of students and athletes.
- PEMJ 560 PHYSICAL EDUCATION PROGRAMS 3**  
**IN A SCHOOL SETTING**  
 Current trends in activities programming and scheduling in physical education for grades K-12. Opportunities provided for students to work in their particular area of programming interest.  
*Prerequisite: A methods course in physical education.*
- PEMJ 575 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS 3**  
**OF SPORT AND PHYSICAL EDUCATION**  
 The historical development of modern physical education programs. The sociological factors affecting behavior in modern society applied to teaching and coaching situations.  
*Prerequisite: A course in the history and principles of physical education.*
- PEMJ 577 ADMINISTRATION AND SUPERVISION IN 3**  
**PHYSICAL EDUCATION**  
 The role and responsibilities of the administrator in physical education. Theories and techniques of administration and management. The nature, purposes and techniques of supervision of teachers.
- PEMJ 579 ANALYTIC METHODS IN PHYSICAL EDUCATION 3**  
 An introduction to descriptive and inferential statistics, both parametric and nonparametric. Analytic methods will be applied to specific problems in physical education, and microcomputer programs will be used to analyze behavioral data.
- PEMJ 580 INDEPENDENT STUDY IN PHYSICAL EDUCATION 1 - 3**  
 An experience in the pursuit of study of topics which may be outside the scope of regular curricular offerings or may be an extension of a course or courses. A student may complete a maximum of three semester hours credit in independent study. Completion and approval of independent study application form required prior to registration.
- PEMJ 600 THESIS 3**
- PEMJ 603 RESEARCH PROJECT 4**  
 Guidance is provided in developing and conducting a research project in physical education. Each student is required to conduct an investigation of a specific problem and to submit a written report of the completed project to the faculty of the department of physical education. Full year course. Register fall only.  
*Prerequisite: PEMJ 503.*



# PSYCHOLOGY

*Chairperson: Dr. Mark Koppel*

*Graduate Advisors: Dr. Carlos Pratt, Dr. Joan Silverstein*

The MA in Psychology with a concentration available in Industrial and Organizational Psychology is described immediately below. For the MA in Educational Psychology and the concentration in Clinical Psychology for Spanish-English Bilinguals, see following pages.

## MASTER OF ARTS DEGREE IN PSYCHOLOGY

*Graduate Advisor: Dr. Carlos Pratt*

The Master of Arts in Psychology is designed primarily as an intermediate degree. This program prepares the student for advanced studies in many psychological fields such as developmental, experimental, learning, personality and counseling, school, and social psychology.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at MSU.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Psychology Test of the Graduate Record Examination.
3. Approval by the departmental committee.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

		Semester Hours
I.	Required Courses .....	13
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 520 Human Experimental Psychology .....	4
	PSYC 550 Quantitative and Statistical Methods .....	3
	PSYC 578 Psychological Tests and Measurements .....	3
II.	Specialization courses .....	12
	To be selected with the advice and approval of the Graduate Advisor.	
III.	Free electives .....	6
	To be selected with the approval of the Graduate Advisor.	
IV.	PSYC 600 Thesis .....	4
	or	
	PSYC 611 Internship in Applied Psychology .....	4
V.	Comprehensive Examination:	
	A written comprehensive examination precedes acceptance of the thesis or internship proposal.	

Total semester hours: 35

# CONCENTRATION IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

*Program Advisor: Dr. Richard Draper*

The Industrial and Organizational Psychology Concentration is designed to prepare persons for work in business and industry as professional specialists in the application of psychological knowledge and techniques to the functioning of individuals in organizations. The program draws from many areas of psychology especially testing, statistics, experimental design, learning, motivation, and interpersonal relations.

## REQUIREMENTS FOR THE INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

			Semester Hours
I.	Required Courses .....		16
	PSYC 510 Research Methods in Psychology .....		3
	PSYC 520 Human Experimental Psychology .....		4
	PSYC 550 Quantitative and Statistical Methods .....		3
	PSYC 578 Psychological Tests and Measurements .....		3
	PSYC 658 Seminar in Industrial and Organizational Psychology .....		3
II.	Specialization .....		9
	PSYC 554 Psychology of Business and Industry .....		3
	PSYC 557 Theory and Application in Consumer Psychology .....		3
	PSYC 558 Personnel Psychology .....		3
	PSYC 570 Psychology of Human Factors .....		3
	PSYC 571 Organizational Psychology .....		3
III.	Thesis .....		4
	PSYC 600 Thesis .....		4
	or		
	PSYC 611 Internship in Applied Psychology .....		4
IV.	Electives: Psychology .....	Maximum of 6	
	PSYC 552 General Social Psychology .....		3
	PSYC 553 Urban Psychology .....		3
	PSYC 563 Theories of Learning .....		3
	PSYC 568 Psychology of Group Dynamics .....		3
	PSYC 581 Motivation .....		3
	PSYC 582 Behavior Modification .....		3
V.	Electives: Other Departments .....	Maximum of 6	
	To be selected with the approval of the Graduate Advisor.		

Total Semester Hours: 38

# MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

*Graduate Advisor: Dr. Carlos Pratt*

The Master of Arts in Educational Psychology aims to increase the student's knowledge of the application of psychological theory to educational practice.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. In addition, the applicant must have 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology, and be approved by the departmental committee.

Applicants to the concentration in Clinical Psychology for Spanish-English Bilinguals must submit two additional letters of recommendation for a total of four letters of recommendation.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

		Semester Hours
I.	Required Courses .....	15
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	PSYC 561 Developmental Psychology .....	3
	PSYC 578 Psychological Tests and Measurement .....	3
	PSYC 660 Current Topics in Educational Psychology .....	3
II.	Electives: Psychology .....	15
	To be selected with the approval of the Graduate Advisor.	
	Possible areas of emphasis and relevant courses:	
	Learning	
	PSYC 503 Language and Communication .....	3
	PSYC 549 Psychology of the Adult Learner .....	3
	PSYC 550 Quantitative and Statistical Methods .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 570 The Psychology of Human Factors .....	3
	PSYC 573 Physiological Psychology .....	3
	PSYC 581 Motivation .....	3
	PSYC 582 Behavior Modification .....	3
	PSYC 583 Sensation and Perception .....	3
	Child-Developmental	
	PSYC 503 Language and Communication .....	3
	PSYC 555 Psychological Aspects of Poverty .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 564 Psychological Aspects of Disabling Conditions .....	3

	PSYC 565	Child and Adolescent Psychopathology .....	3
	PSYC 580	Personality .....	3
	PSYC 585	Psychoanalytic Theory .....	3
	Clinical		
	PSYC 542	Topics in Human Sexuality .....	3
	PSYC 568	Psychology of Group Dynamics .....	3
	PSYC 580	Personality .....	3
	PSYC 582	Behavior Modification .....	3
	PSYC 585	Psychoanalytic Theory .....	3
	PSYC 593	Clinical Interviewing .....	3
	PSYC 645	Sexual Function and Dysfunction .....	3
	PSYC 667	Abnormal Psychology .....	3
	PSYC 670	Introduction to Psychotherapy .....	3
	Social-Personality		
	PSYC 538	Ethnopsychology .....	3
	PSYC 547	Woman: A Cross-Cultural Perspective .....	3
	PSYC 552	General Social Psychology .....	3
	PSYC 553	Urban Psychology .....	3
	PSYC 555	Psychological Aspects of Poverty .....	3
	PSYC 568	Psychology of Group Dynamics .....	3
	PSYC 580	Personality .....	3
	PSYC 581	Motivation .....	3
	PSYC 585	Psychoanalytic Theory .....	3
III.	Electives: Other Departments .....		6
	To be selected with the approval of the Graduate Advisor.		
IV.	Thesis (Elective)		
V.	Comprehensive Examination		
	Minimum: 34 semester hours with Thesis option or 36 semester hours without Thesis option. Students who elect the Thesis option will take one less course in each Elective category (II and III).		



# CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

*Program Advisors: Dr. Robert McCormick*

*Dr. Margarita Garcia*

The Clinical Psychology Concentration for Spanish-English Bilingual Psychologists prepares graduates to function in applied mental health settings that have a significant Spanish-speaking clientele.

## REQUIREMENTS FOR THE CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

		<b>Semester Hours</b>
I.	Required Courses .....	13
	PSYC 510 Research Methods .....	3
	PSYC 520 Human Experimental Psychology .....	4
	PSYC 551 Mental Health Issues of Hispanics .....	3
	PSYC 630 Nonbiased Assessment of Hispanics .....	3
II.	Specialization .....	15
	PSYC 574 Individual Intelligence Testing .....	3
	PSYC 576 Projective Techniques II .....	3
	PSYC 593 Clinical Interviewing .....	3
	PSYC 670 Introduction to Psychotherapy .....	3
	PSYC 680 Internship in Clinical Psychology .....	3
III.	Development .....	6
	PSYC 561 Developmental Psychology .....	3
	PSYC 667 Abnormal Psychology .....	3
IV.	Elective .....	3
	ANTH 538 Ethnopsychology .....	3
	COUN 559 Dynamics of Group Process .....	3
	COUN 581 Community Resources .....	3
	COUN 590 Counseling the Alcoholic .....	3
	HECO 542 Dynamics of Family Interaction .....	3
	HECO 544 Intercultural Study of Family .....	3
	PSYC 552 General Social Psychology .....	3
	PSYC 582 Behavior Modification .....	3
	PSYC 685 Psychoanalytic Theory .....	3
	SOCI 574 Sociology of Ethnic Relationships .....	3
	SOCI 577 Sociology of Poverty in the United States .....	3
V.	Comprehensive Examination	
		<b>Total Semester Hours: 37</b>

# SCHOOL PSYCHOLOGIST CERTIFICATION

## (N.J. State Certificate)

*Graduate Advisor: Dr. Joan Silverstein*

The School Psychologist Certification Program is designed to meet the need for school psychologists by offering an integrated sequence of courses and supervised school, clinical, and community experiences.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Graduate Record Examination in Psychology.
3. Four letters of recommendation.
4. Approval by the departmental committee. All materials must be received by the Graduate Studies Office by February 15 for the following September.
5. Applicants without an advanced degree should also apply for either the MA in Psychology or MA in Educational Psychology.

## REQUIREMENTS FOR THE SCHOOL PSYCHOLOGIST CERTIFICATION PROGRAM

		Semester Hours
I.	Educational Foundations (Select 4 courses) .....	12
	EDFD 521 Contemporary Educational Thought .....	3
	PSYC 538 Ethnopsychology .....	3
	PSYC 553 Urban Psychology .....	3
	PSYC 555 Psychological Aspects of Poverty .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	PSYC 660 Current Topics in Educational Psychology .....	3
	ANTH 535 Ethnology I .....	3
	SOCI 565 Sociology of Youth .....	3
II.	Education of the Handicapped .....	6
	PSYC 564 Psychological Aspects of Disabling Conditions .....	3
	PSYC 565 Child and Adolescent Psychopathology .....	3
III.	Testing and Clinical Techniques .....	24
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 550 Quantitative and Statistical Methods .....	3
	* PSYC 574 Individual Intelligence Testing .....	3
	* PSYC 575 Projective Techniques I .....	3
	* PSYC 576 Projective Techniques II .....	3
	PSYC 578 Psychological Tests and Measurements .....	3

	PSYC 593	Clinical Interviewing .....	3
	* PSYC 610	Diagnostic Case Studies .....	3
	* PSYC 661	Practicum in School Psychology .....	3
	* PSYC 662	School Psychologist Externship .....	3
IV.	Personality and Behavioral Development .....		12
	PSYC 561	Developmental Psychology .....	3
	PSYC 563	Theories of Learning .....	3
	PSYC 573	Physiological Psychology .....	3
	PSYC 580	Personality .....	3
	PSYC 582	Behavior Modification .....	3
	PSYC 667	Abnormal Psychology .....	3
V.	Electives: Select courses to balance the program, with permission of graduate advisor.		
	* Admission to the course is subject to approval of Graduate Advisor.		

Minimum: 60 semester hours

## PSYCHOLOGY

### Course Descriptions

		Semester Hours
<b>PSYC 503</b>	<b>LANGUAGE AND COMMUNICATION</b>	<b>3</b>
Influence of psychology, linguistics and biology on the learning and use of language. Psycholinguistics, language and thought, language disorders, development of communication, dialect differences.		
<b>PSYC 510</b>	<b>RESEARCH METHODS IN PSYCHOLOGY</b>	<b>3</b>
This course provides the essentials needed to read, understand and critically evaluate research reports. Students will also learn how to carry out the entire research process, starting with identifying the research problem and ending with a thesis or research report. Factorial analysis of variance and the major multiple correlational designs are explained. <i>Prerequisite: Undergraduate laboratory course in experimental psychology.</i>		
<b>PSYC 520</b>	<b>HUMAN EXPERIMENTAL PSYCHOLOGY</b>	<b>4</b>
Students survey methods and topics in human experimental psychology by conducting, analyzing, and reporting on experiments on topics to be drawn from cognition, memory, language, perception, learning, sensation, and neuropsychology. <i>Prerequisite: PSYC 510.</i>		
<b>PSYC 547</b>	<b>WOMAN: A CROSS-CULTURAL PERSPECTIVE</b>	<b>3</b>
The physiological and psychological aspects of women studied cross-culturally and their implications for today's society are the focus of this course. Morphological and psychological developments from conception to death in various cultures will be discussed, and inferences about the roles of women in our society will be made.		

**PSYC 550 QUANTITATIVE AND STATISTICAL METHODS 3**

This course presents the theory and use of simple and factorial anova, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included.

*Prerequisite: An undergraduate psychology statistics course or equivalent.*

**PSYC 551 MENTAL HEALTH ISSUES OF HISPANICS 3**

This course will familiarize the student with the personal, social, cultural and institutional forces that affect the mental health of Hispanics and Hispanic Americans and how these impact on treatment issues. The course will explore the heterogeneity of the Hispanic groups in the United States and how these groups respond in unique ways to the various services offered in community mental health settings.

**PSYC 552 GENERAL SOCIAL PSYCHOLOGY 3**

This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Among topics dealt with are the social psychology of the psychology experiment, attitude development and change, group processes and conflict, role theory, ecological psychology, socialization, organizations and work places, and a number of other themes and issues focused on the individual's relationship to the larger social structure.

*Prerequisite: Undergraduate work in psychology or sociology.*

**PSYC 554 PSYCHOLOGY OF BUSINESS AND INDUSTRY 3**

This course combines applied methodologies with content areas in Industrial Psychology. Survey methods, sampling techniques and quasi-experimental designs are applied to training, performance appraisal, employee attitude and program evaluation activities in organizations.

*Prerequisite: PSYC 550 or a comparable graduate level course in statistics.*

**PSYC 558 PERSONNEL PSYCHOLOGY 3**

Psychological methods and knowledge are applied to the personnel functions of industry. Emphasis is on relevant social, economic and legislative changes which affect employment, including the impact of the civil rights and the women's movement on fairness in employment.

**PSYC 560 ADVANCED EDUCATIONAL PSYCHOLOGY 3**

A comprehensive treatment of the cognitive and affective characteristics of the learner and the processes of learning and teaching provide the framework for this course. Behavioral, cognitive and information-processing theory are presented and their applicability to instructional strategies and classroom dynamics is discussed. Other areas included are the origins of individual differences including heredity and environment, early childhood education, cultural differences, student motivation, classroom management, measurement and evaluation, exceptional children and other topics.

**PSYC 561 DEVELOPMENTAL PSYCHOLOGY 3**

Philosophical, conceptual, theoretical and research issues pertinent to human development from prenatal life to adulthood are presented. The core conceptual issues of development, such as the nature-nurture controversy, the continuity-discontinuity issue, and the issue of stability-instability, are discussed, and their relationships to the major theories in developmental psychology are examined.



**PSYC 563 THEORIES OF LEARNING 3**

The aim of this course is to provide the student with an understanding of modern learning theory, its historical context, theoretical ideas, research, and applications. To this end, the theoretical ideas of the major schools of learning - behaviorism, gestalt, cognitivism, and information-processing - are reviewed.

**PSYC 564 PSYCHOLOGICAL ASPECTS OF DISABLING CONDITIONS 3**

The purpose of this course is to enhance the students' understanding of the psychological, social and educational implications of disabling conditions in infancy, childhood and adolescence. Topics to be discussed include, but are not limited to, learning disabilities, developmental disabilities, pervasive developmental disorder, emotional/behavioral disorders, chronic illness and ADHD. Issues associated with classification, attitude towards special education, placement and program design and inclusion will be discussed from the psychological perspective. Students will be expected to form and articulate a conceptual framework for understanding and working with children and adolescents with disabilities. Frameworks for working with parents and families will also be included.

**PSYC 565 CHILD AND ADOLESCENT PSYCHOPATHOLOGY 3**

This course emphasizes the diagnosis of psychological disorders usually first evident in infancy, childhood or adolescence. Topics to be covered include but are not limited to affective disorders, anxiety disorders, conduct disorders, substance abuse, sexuality/gender identity disorders, pervasive developmental disorder and behavioral aspects of developmental disabilities. Students will be expected to understand DSM-IV categories. Each student is expected to be familiar with developmental psychology and personality development. Issues associated with evaluation, classification and diagnosis will be discussed extensively. Guidelines for appropriate interventions will be provided.

*Prerequisite: One graduate course in infant or child development.*

**PSYC 568 PSYCHOLOGY OF GROUP DYNAMICS 3**

This course presents theories of group dynamics and illustrative application to understand personal, marital, political, industrial and professional life. Personal participation by the student in a group interactive process is required. The course is designed especially to help group leaders understand the complex underlying dynamic forces that influence our behavior in groups.

*Prerequisite: Open only to matriculated graduate psychology students.*

**PSYC 570 THE PSYCHOLOGY OF HUMAN FACTORS 3**

Psychological techniques will be applied to the problems encountered at the interface between human beings and modern technology. Topics include workplace design, computer systems, transportation systems, people in space, and control and display design.

**PSYC 571 ORGANIZATIONAL PSYCHOLOGY 3**

This course examines the psychological consequences of organizational structure, social norms and group processes. Areas covered include organizational development and change, leadership, motivation, and job satisfaction.

**PSYC 572 PROFESSIONAL PRACTICUM IN  
SCHOOL PSYCHOLOGY ISSUES**

**3**

This course provides an orientation to critical issues in the field of school psychology including roles and functions, the culture of schools and strategies for change, and legal and ethical issues. Guest speakers, group discussions, and a series of planned school experiences are utilized to provide a conceptual framework for the study of school psychology.

*Prerequisite: Approved certification candidacy in the School Psychology Program.*

**PSYC 573 PHYSIOLOGICAL PSYCHOLOGY**

**3**

The physiological bases of normal and abnormal behavior with emphasis on the anatomy, physiology, and pathology of the human nervous system are discussed. Starting with the nerve cell, the course progresses through the receptors, spinal cord, cortical and subcortical structures, psychosurgery, biofeedback, and other topics.

**PSYC 574 INDIVIDUAL INTELLIGENCE TESTING**

**3**

Students learn how to administer, score and interpret individual intelligence tests. Theories of intelligence and the appropriateness of the tests to specific populations are discussed. Students administer and report on the three Wechsler Intelligence Scales and the Stanford-Binet.

*Prerequisite: Approved certification candidacy in the School Psychology Program.*

**PSYC 575 PROJECTIVE TECHNIQUES I**

**3**

The basic instruments of projective testing, particularly the Rorschach and the Thematic Apperception Test (TAT), are reviewed from the standpoints of basic research and the mechanics of administration and scoring.

*Prerequisite: Approved certification candidacy in the School Psychology Program.*

**PSYC 576 PROJECTIVE TECHNIQUES II**

**3**

This course involves advanced theoretical aspects and practical application of projective tests. Students are required to administer and score tests, and to analyze individual cases, including supervised cases at the University Psychoeducational Center. An introduction to report writing is provided. The major emphasis is on the Rorschach, the Thematic Apperception Test, and projective drawings. Other assessment instruments are also included.

*Prerequisites: PSYC 574, 575, and approved certification candidacy in the School Psychology Program.*

**PSYC 578 PSYCHOLOGICAL TESTS AND MEASUREMENTS**

**3**

This course surveys the theory, construction and application of psychological tests. Topics include the statistical concepts underlying measurement; reliability and validity; critical analyses of selected intelligence, ability and personality tests; evaluation and interpretation of test data in practical situations; and the role of testing in clinical, educational and remedial settings.

*Prerequisite: An undergraduate psychology statistics course or equivalent.*

**PSYC 580 PERSONALITY****3**

The objectives of this course are to provide a comprehensive summary of several major contemporary theories of personality including psychoanalytic, humanistic, behavioristic and cognitive approaches; to present the student with a conceptual framework to compare and evaluate each theory; to investigate relevant research; and to consider practical applications of each theory.

*Prerequisite: PSYC 561.*

**PSYC 582 BEHAVIOR MODIFICATION****3**

This course reviews applications of conditioning principles to changing human behavior in clinical, educational, occupational and community settings. Selected topics include operant and classical conditioning, social learning theory, token economies, experimental design, cognitive behavior modification, aversive control, cognitive restructuring, biofeedback, and ethical issues in behavior modification. The course is designed to enable students to construct and implement behavior modification programs.

*Prerequisite: An undergraduate course in learning or the equivalent.*

**PSYC 583 SENSATION AND PERCEPTION****3**

The full range of visual processing phenomena, from sensory processing to memory and thinking, is presented in this course. Topics covered include psychophysics. The physiological bases of vision, involvement of cognitive processes in perception, perceptual development, and psychoaesthetics. The course also examines hearing, the skin senses, smell and taste.

*Prerequisite: An undergraduate experimental psychology course or instructor's permission.*

**PSYC 593 CLINICAL INTERVIEWING****3**

This course integrates the theory and practice of clinical interviewing. The goals of this course are to facilitate the development of the student's listening, diagnostic, and therapeutic interviewing skills.

*Prerequisite: 12 graduate credits in psychology or related fields.*

**PSYC 600 THESIS I****4**

Students attend a one-semester seminar to review the research process, develop individual research proposals under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their research in a written M.A. thesis, and take an oral examination upon completion of the thesis. Students normally attend the seminar in a semester preceding registration for this course.

*Prerequisite: Permission of thesis advisor.*

**PSYC 610 DIAGNOSTIC CASE STUDIES****3**

This course provides integration of assessment and diagnostic skills within the context of school psychological services. Theoretical and practical issues of differential diagnosis are reviewed in depth. Communication of findings through written reports and oral feedback to significant parties is stressed. The development of intervention plans, including the individual educational program, are reviewed. In addition to other assignments, students work as supervised members of child study teams at the University Psychoeducational Center.

*Prerequisites: Approved certification candidacy in the School Psychology Program; PSYC 576.*



**PSYC 611 INTERNSHIP IN APPLIED PSYCHOLOGY 4**

Students attend a one-semester seminar to review the research process, develop individual project proposals for investigation of a problem in an applied setting under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their completed work in a written report for the M.A. degree, and take an oral examination upon completion of the project. Students normally attend the seminar in a semester preceding registration for this course.

*Prerequisite: Permission of internship advisor.*

**PSYC 658 SEMINAR IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3**

This course covers the most recent advances, issues and problems in the field through technical literature, legislation, judicial decisions, research techniques, and consulting practice in order to provide knowledge and application skills. Each student critiques technical literature and reviews the development of topics in the field.

*Prerequisite: Matriculation in the I/O program and completion of specialization courses.*

**PSYC 659 SPECIAL TOPICS SEMINAR IN PSYCHOLOGY 3**

This course provides an in-depth view of important theoretical and methodological issues in various areas of psychology. It is designed to permit faculty with particular interests and expertise to provide students with a comprehensive analysis of a selected contemporary issue (or issues) in psychology.

*Prerequisite: Completion of 15 or more credits in one's program or permission of instructor.*

**PSYC 660 CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY 3**

Several important contemporary theoretical, applied and methodological issues in various areas of educational psychology are selected by the class for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.

*Prerequisites: PSYC 510, 560, and matriculation in psychology.*

**PSYC 661 PRACTICUM IN SCHOOL PSYCHOLOGY 3**

The student receives supervised experience in assessment, counseling and consultation procedures. The course is designed to increase the student's competence in psychological skills required in school settings.

*Prerequisites: Approved certification candidacy in the School Psychology Program and permission of graduate advisor.*

**PSYC 662 SCHOOL PSYCHOLOGY EXTERNSHIP 3**

Students serve as apprentice psychologists in cooperating school districts or agencies. A fully certified school psychologist, employed in the cooperating district, or an appropriate clinician and the college supervisor make periodic visits and conduct a series of seminars to be scheduled on campus.

*Prerequisites: Approved certification candidacy in the School Psychology Program and permission of graduate advisor.*



**PSYC 663 INDEPENDENT STUDY 1 - 3**

The student conducts an individual project under the supervision of a professor in the department.

*Prerequisite: Permission of instructor.*

**PSYC 667 ABNORMAL PSYCHOLOGY 3**

This course focuses on theoretical models and selected research in psychopathology. Topics include contemporary nosology, diagnostic problems, schizophrenia, anxiety and affective disorders, social deviance, somatoform and psychophysiological syndromes, and therapeutic intervention.

*Prerequisite: PSYC 561.*

**PSYC 668 CONSULTATION METHODS IN PSYCHOEDUCATIONAL SETTINGS 3**

This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring.

**PSYC 670 INTRODUCTION TO PSYCHOTHERAPY 3**

This course surveys theories, research and practices in individual and group psychotherapy, and introduces the student to various treatments for emotional maladjustment and behavioral pathology.

*Prerequisite: Permission of instructor.*

**PSYC 680 INTERNSHIP IN CLINICAL PSYCHOLOGY 3**

This course is a supervised, two semester, clinical experience designed to provide the skills necessary for professional practice in Mental Health Clinics or other settings where there is a significant Hispanic clientele. On-site supervision will take place under the direction of a fully licensed clinical psychologist (the field-based supervisor) in close cooperation with the Bilingual Clinical Program Director at Montclair State. The student will also meet with a Montclair State faculty supervisor on a weekly basis. At least one of the supervisors will be a bilingual/bicultural individual. A contract will be signed between the student intern, field-based supervisor and the Montclair faculty supervisor before the start of the internship.

*Prerequisites: Matriculated status in the Clinical Psychology for Spanish/English Bilinguals Concentration and permission of the program director.*

# READING AND EDUCATIONAL MEDIA

*Chairperson: Dr. Joy Stone*

*Graduate Advisors:*

*Reading: Dr. Maria Schantz*

*Dr. Joy Stone*

*Educational Media: Prof. Robert Ruezinsky*

The Department of Reading and Educational Media prepares professionals for leadership roles in education and provides services to the campus and community. In addition to the MA in Reading, course work leads to certification for Reading Teacher, Reading Specialist, Associate Media Specialist and Media Specialist.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN READING

### ADMISSION REQUIREMENTS

Provision is made in this program to matriculate students who have demonstrated appropriate interest and ability in the field of literary education. Letters of recommendation from the school system superintendent or the school building principal will be acceptable. Final matriculation is the departmental decision; prerequisites will be determined by departmental advisement. This program provides preparation for careers as:

- Reading specialists and teachers in schools and recreational centers
- Reading diagnosticians and instructors in hospitals and clinics
- Reading consultants in business and industry
- Reading research/development specialists in government agencies
- Workshop leaders for publishing houses.

This program can also provide certification as:

- A New Jersey Reading Teacher
- A New Jersey Reading Specialist

### PROGRAM REQUIREMENTS

I.	Basic Professional Education .....	6
	ELRS 503 Methods of Research (required) .....	3
	An elective (with department approval) .....	3
II.	Required Courses in Reading .....	18
	READ 500 The Nature of Reading .....	3
	READ 502 Administration and Supervision of Reading Programs .....	3

READ 511	Case Studies of Reading Difficulties .....	3
READ 513	Supervised Clinical Practicum, Part I .....	3
READ 514	Supervised Clinical Practicum, Part II .....	3
READ 505	Research Seminar in Reading .....	3
	(written permission required)	
III.	Elective Course in Reading .....	3
	Students must take additional reading electives in order to meet specialization requirements.	
READ 501	Techniques of Reading Improvement in Secondary Schools .....	3
READ 503	Literature for Adolescents .....	3
READ 504	Literacy Needs of Adult Learners .....	3
READ 506	Reading Resources .....	3
READ 507	Understanding Reading Comprehension .....	3
READ 508	Critical Thinking and Literacy .....	3
READ 510	Field Experience in Reading .....	3
READ 512	Seminar in Reading Difficulties .....	3
READ 600	Workshop in Contemporary Issues in Reading .....	1-3
IV.	Free Electives .....	6
	Any graduate courses offered by the University.	
V.	Additional Department Requirements:	
	A. Supervised clinical experience within the framework of required courses and/or in addition to course work. Arrangements will be made to provide this experience in the Montclair State University Reading Center.	
	B. A written comprehensive examination, supplemented if necessary by an oral examination, or an equivalent comprehensive experience determined by the department.	
	C. A reading portfolio containing representative work and personal contributions in reading will be compiled by the student. This portfolio will be used to assess students' development as they progress through the program.	
	Minimum: 33 semester hours	

## TEACHER CERTIFICATION

Reading courses for initial certification in any teaching field are:

READ 407	Reading: Theory and Process .....	3
READ 408	Reading: The Content Areas .....	3

## PROGRAM LEADING TO THE READING SPECIALIST CERTIFICATE

Minimum Requirements: Initial teaching certificate, two years of teaching experience and a program of 30 hours of study. See advisor for further information.

## EDUCATIONAL MEDIA

The instructional media courses offered below are available as a sequence of study to meet the Educational Media Specialist certification requirements. Persons wishing to prepare for one of the two certificates should arrange for a conference with the proper advisor.

A master's degree and a standard New Jersey Teacher's Certificate are required as prerequisites to the issuing of the Educational Media Specialist Certificate. A bachelor's degree and a standard New Jersey Teacher's Certificate are required as prerequisites to the issuing of the Associate Educational Media Specialist Certificate.

### REQUIREMENTS FOR ASSOCIATE EDUCATIONAL MEDIA SPECIALIST CERTIFICATE

I.	Required Courses .....	15
	MEDI 401 Fundamentals of Cataloging and Classifying Educational Resources .....	3
	MEDI 402 Reference and Bibliography for School Resource Centers .....	3
	MEDI 403 Reading Materials for Children and Youth: Selection and Evaluation .....	3
	MEDI 500 Media, Technology, and Learning in the Curriculum .....	3
	MEDI 615 Supervised Field Experience for Educational Media Certification (may be waived) .....	3
II.	Elective Courses .....	6
	MEDI 520 Production of Materials for Media Technology .....	3
	MEDI 540 Television Production in Education .....	3
	MEDI 570 Developing Materials for Computer Technology in Training and Education .....	3

### REQUIREMENTS FOR EDUCATIONAL MEDIA SPECIALIST CERTIFICATE

I.	Required Courses .....	30
	COUN 559 Dynamics of Group Process .....	3
	MEDI 401 Fundamentals of Cataloging and Classifying Educational Resources .....	3
	MEDI 402 Reference and Bibliography for School Resource Centers .....	3
	MEDI 403 Reading Materials for Children and Youth: Selection and Evaluation .....	3
	MEDI 500 Media, Technology, and Learning in the Curriculum .....	3
	MEDI 520 Production of Materials for Media Technology .....	3
	MEDI 540 Television Production in Education .....	3
	MEDI 550 Administration and Supervision of Media in Education .....	3
	MEDI 570 Developing Materials for Computer Technology in Training and Education .....	3
	MEDI 615 Supervised Field Experience for Educational Media Certification (may be waived) .....	3



II.	Elective Courses .....	3
	MEDI 521 Design of Innovative Curriculum Resources .....	3
	MEDI 541 Television Programming in Education: Independent Study ....	3
	MEDI 610 Research and Development Seminar in Instructional Technology and Resources .....	3

# **READING** **Course Descriptions**

	<b>Semester Hours</b>
<b>READ 407 READING: THEORY AND PROCESS</b>	<b>3</b>
Designed for classroom and non-classroom personnel whose major responsibility is instructing students. Major focus will be on developing those skills, understandings and competencies in the nature of the reading process, in specific word recognition and comprehension strategies, and in classroom diagnostic techniques. <i>Prerequisite: CURR 200, PSYC 101, 200 and formal admission to the Teacher Education Program.</i>	
<b>READ 408 READING: THE CONTENT AREAS</b>	<b>3</b>
Designed to enable content area teachers to understand the developmental nature of the reading process and employ specific techniques to facilitate and improve reading competencies. <i>Prerequisite: CURR 200, PSYC 101, 200 and formal admission to the Teacher Education Program.</i>	
<b>READ 500 THE NATURE OF READING</b>	<b>3</b>
The foundations of reading: the nature of the reading process, readiness, beginning instruction, current practices in the teaching of reading in early childhood and elementary education, a reappraisal of the role of reading in a technological society.	
<b>READ 501 TECHNIQUES OF READING IMPROVEMENT IN THE SECONDARY SCHOOL</b>	<b>3</b>
The improvement of nonclinical reading difficulties in the content subjects. For the subject area teacher and the beginning reading specialist. Secondary school reading needs and specific suggestions for guiding the slow, average, and gifted student in a classroom situation.	
<b>READ 502 ADMINISTRATION AND SUPERVISION OF READING PROGRAMS</b>	<b>3</b>
The more complex aspects of organizing and administering reading programs: theory and techniques of leadership, program development, organization of inservice programs, developing a budget, methods of evaluation, etc. Essential background for reading specialists to establish or administer a functional school reading program.	
<b>READ 503 LITERATURE FOR ADOLESCENTS</b>	<b>3</b>
Background for the development of recreational reading programs in junior and senior high schools. Literature written for students, as well as literature intended to be read widely by adolescents, criteria for book selection, censorship, role of mass media, minority group identification through books, bibliotherapy, bibliographic tools, and the importance of the librarian.	

**READ 504 LITERACY NEEDS OF ADULT LEARNERS 3**

For instructors of out-of-school youth and adults. Language learning and related psychological factors; methodology and reading instruction; literature and the reading program and innovations in reading instruction.

**READ 505 RESEARCH SEMINAR IN READING 3**

Problems in the field of reading suggested by the educational events and trends, the members of the class, and the educational movements in New Jersey, the country, and the world. Each student will execute an individual research effort.

*Prerequisite: Written permission of advisor.*

**READ 506 READING RESOURCES 3**

Software, hardware, multi-media and multi-sensory materials available in schools and in adjunct facilities; philosophic, psychological and academic considerations of reading resources. Video tape demonstrations of materials.

**READ 507 UNDERSTANDING READING COMPREHENSION 3**

This course provides an understanding of the processing of visible language, particularly the types found in written texts used in educational settings. The instructor will explore with the participants the affective, cognitive, linguistic, pragmatic, and textual variables pertaining to the formulation of meaning in reading. The eventual outcome of the course will be the creation of a conceptual framework for the comprehensibility of written materials in terms of the interaction among the reader, the text, and other pragmatic variables.

*Prerequisites: READ 500, 501.*

**READ 508 CRITICAL THINKING AND LITERACY 3**

This course offers a critical thinking framework for the communication arts with an emphasis on reading comprehension, writing, and discussion. Relevant psychological sociological and philosophical theories will be studied and applied to texts that are representative of diverse genres and cultures and that challenge conventional beliefs.

**READ 510 FIELD EXPERIENCE IN READING 3**

Agencies and programs dealing with reading. Students observe, participate and report activities of the agencies. For students in long-range research, students with limited teaching experience, and students who need additional field and clinical experience. Independent study.

*Prerequisite: Permission of reading advisor.*

**READ 511 CASE STUDIES OF READING DIFFICULTIES 3**

This is a basic course in learning the techniques for diagnosing reading difficulties; for evaluating the most frequently used tests and inventories; the actual testing of a child with reading problems. Group and individual tests, survey and diagnostic tests, and standardized and informal tests; reporting to parents, schools and agencies. The course develops skills in diagnosing reading problems for individuals which will be used by the clinician for treating remedial and corrective students. Additional diagnostic hours arranged.

*Prerequisite: READ 500 and instructor's permission.*

**READ 513 SUPERVISED CLINICAL PRACTICUM, PART I 3**

For advanced students and specialists involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from children in surrounding communities. Additional tutoring hours will be arranged.

*Prerequisite: Written permission of the instructor required.*

**READ 514 SUPERVISED CLINICAL PRACTICUM, PART II 3**

For advanced students and specialist involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from children in surrounding communities. Additional tutoring hours will be arranged.

*Prerequisite: Written permission of the instructor required.*

**READ 600 WORKSHOP IN CONTEMPORARY ISSUES 1 - 3**  
**IN READING**

This workshop course will deal with contemporary issues in reading instruction, basic skills, literature, cultural literacy and critical thinking. Each workshop will be topic-specific. Faculty determine topic selection according to timely public policy issues and philosophical concerns. Collaborative research between workshop faculty and participants will be emphasized. Students may register for no more than six credits.

## EDUCATIONAL MEDIA

### Course Descriptions

	Semester Hours
<b>MEDI 401 FUNDAMENTALS OF CATALOGING AND CLASSIFYING EDUCATIONAL RESOURCES 3</b>	

Covers principles involved in cataloging and classification of print and non-print materials according to established classification schemes. Extensive practice through laboratory experience provided.

<b>MEDI 402 REFERENCE AND BIBLIOGRAPHY FOR SCHOOL RESOURCE CENTERS 3</b>	
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An examination and analysis of basic reference materials with emphasis on those most useful in library resource centers. Encyclopedia, dictionaries, geographical and statistical sources as well as bibliographies are included.

<b>MEDI 403 READING MATERIALS FOR CHILDREN AND YOUTH: SELECTION AND EVALUATION 3</b>	
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A study and evaluation of library materials provided by the modern school media center to meet the needs of youth. Extensive critical reading of books for children and young adults is required. Principles of book selection are emphasized and experience in the use of selection tools is provided. The point of view relates the library collection to the total school program.



**MEDI 500 MEDIA, TECHNOLOGY, AND LEARNING 3**  
**IN THE CURRICULUM**

The organizing and integrating of media in school curricula and other educational programs. Identifying instructional purposes and defining roles for technology and media in learning and teaching. Examining and comparing curriculum designs for their concordance with the procedures of technology in education. Selection and evaluation of materials.

**MEDI 520 PRODUCTION OF MATERIALS FOR 3**  
**MEDIA TECHNOLOGY**

For developing advanced proficiency in preparing audio, photographic, and graphic materials. Especially for persons charged with materials preparation in media centers. Laboratory instruction.

**MEDI 521 DESIGN OF INNOVATIVE 3**  
**CURRICULUM RESOURCES**

Emphasis systems design, software, program development, creative development of media for special learning situations, basic design of programmed instruction and multi-media techniques.

*Prerequisite: MEDI 520.*

**MEDI 540 TELEVISION PRODUCTION IN EDUCATION 3**

Combination lecture, laboratory and seminar experiences in television, elements of television set design, functions of floor director, control room operations and basic television directing.

**MEDI 541 TELEVISION PROGRAMMING IN EDUCATION: 3**  
**INDEPENDENT STUDY**

Combination lecture, laboratory and seminar in programming, conceptual creativity, pre-planning, execution of ideas and evaluation of presentations. Selection and design of hardware.

*Prerequisite: MEDI 540 or equivalent course, instructor's permission.*

**MEDI 550 ADMINISTRATION AND SUPERVISION OF 3**  
**MEDIA IN EDUCATION**

Provides training for management of integrated instructional resources programs. Emphasis is on the practical day-to-day problems of control, production, acquisition, utilization, finance, staffing, organization and evaluation for the provision of media and technology in educational enterprises. Additional attention is given to community relationships and special services.

**MEDI 570 DEVELOPING MATERIALS FOR COMPUTER 3**  
**TECHNOLOGY IN TRAINING AND EDUCATION**

Design, organization and presentation of subject matter in computer based instruction. Emphasizes user-friendly modes. Includes media insertion, storyboarding, flow design, pseudocoding, and pedagogical control. Investigates authoring systems and languages. Does not include programming training.



<b>MEDI</b>	<b>610</b>	<b>RESEARCH AND DEVELOPMENT SEMINAR IN INSTRUCTIONAL TECHNOLOGY AND RESOURCES</b>	<b>3</b>
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A seminar on application of research findings to the design and utilization of instructional media and resources. Emphasis is on the extraction of practical utilization based upon research findings.

<b>MEDI 615</b>	<b>SUPERVISED FIELD EXPERIENCE FOR EDUCATIONAL MEDIA CERTIFICATION</b>	<b>3</b>
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Students are assigned work within an educational media center, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the media specialist. A written report on the activity will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

# SOCIAL SCIENCES

## MASTER OF ARTS DEGREE REQUIREMENTS

The Master of Arts program in Social Sciences is designed to accomplish four main objectives:

1. To provide the opportunity for students to acquire advanced knowledge in one of the major areas of the social sciences and history.
2. To acquaint the student with the interrelatedness of these various fields as well as their relationship to other disciplines.
3. To familiarize students with the particular methodologies and specialized problems of his or her field.
4. To provide students with the background to do creative and independent work both during and after their graduate careers.

Specifically, the program offers advanced study in anthropology, economics, and history. Degree candidates do a major portion of their work and prepare for a final comprehensive examination in one of these concentrations. The program also provides flexibility for interdisciplinary study in certain areas and is designed mainly for students who wish to work toward the degree on a part-time basis.

While teachers seeking to keep up-to-date in their fields or preparing for specialized secondary school subjects will constitute an important segment of the graduate student body, degrees in the social sciences and history are increasingly being pursued by (a) individuals seeking to change fields or professions, (b) individuals planning career advancement, and (c) individuals returning to the academic world after a hiatus of some time. A significant number of graduates of the program have pursued doctoral work successfully at major universities. The program's flexibility has also been utilized to enhance careers in business, government, politics, community service agencies, museum work, urban planning, etc. Student constituencies are able to achieve their respective purposes by following one of the tracks or specializations within the program.

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. For candidates with weak undergraduate preparation in the field of concentration, prerequisite courses, not for graduate credit, may be required.

## ANTHROPOLOGY CONCENTRATION

*Graduate Advisor: Dr. Kenneth Brook*

I.	Required Course .....	3
	*ANTH510 Ethnology .....	3
	<i>*Anthropology elective may be substituted for candidates with proper equivalent course experience.</i>	
II.	Anthropology Electives .....	12-15
	ANTH 520 Anthropology and International Communication .....	3
	ANTH 530 Development Anthropology .....	3
	ANTH 536 Cultural Diversity .....	3
	ANTH 538 Ethnopsychology .....	3
	ANTH 540 Anthropology of Cities .....	3
	ANTH 542 Contract Archaeology .....	3
	ANTH 547 Woman: A Cross-Cultural Perspective .....	3
	ANTH 550 Culture Change .....	3
	ANTH 555 Anthropology of Institutional Life .....	3
	ANTH 560 Applied Medical Anthropology .....	3
	ANTH 570 Prehistoric North America .....	3
	ANTH 601 Independent Anthropological Research .....	3
III.	Related Social/Behavioral Science and/or History Electives .....	6-9
	<i>(Outside concentration area)</i>	
IV.	Free Electives .....	6
V.	Reading Seminar and Comprehensive Examination .....	2
	ANTH 603 Reading Seminar in Anthropology	
	Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600, Thesis (4 semester hours) in lieu of the comprehensive examination.	
	Minimum: 32 semester hours	

### Modified Concentration

(Recommended for students with undergraduate majors or minors in anthropology, or equivalent interdisciplinary backgrounds.)

With the approval of the graduate advisor, qualified students may develop modified concentrations in applied anthropology, cross-cultural studies, or ethnopsychology. Independent Anthropological Research (ANTH 601) and Reading Seminar and Comprehensive Examination (ANTH 603) are required courses for students in this category, together with courses appropriate to student needs and interests.

A maximum of 9 semester hours of senior-graduate courses may be elected with permission of the graduate advisor. Course descriptions may be found in the current undergraduate catalog: e.g.,

ANTH	440	Medical Anthropology
ANTH	460	Field Methods: Visual Anthropology
ANTH	470	Archaeological Field Methods
ANTH	490	Internship in Anthropology

*Note: For information on the Combined Bachelor and Master of Arts in Practical Anthropology, please refer to Practical Anthropology in the catalog index.*

## ECONOMICS CONCENTRATION

*Graduate Advisor: Dr. Harold D. Flint*

The Master of Arts in Social Science: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit. Candidates interested in Economics as an area of concentration should contact the graduate advisor or the chairperson of the department for information.

I.	Required for all but undergraduate Economics majors:	
	ECON 501 Economic Analysis .....	3
II.	Economics Electives .....	12 - 15
	ECON 502 Financial Institutions and Monetary Policy .....	3
	ECON 503 Economic Problems of the Third World .....	3
	ECON 505 Aggregate Economics .....	3
	ECON 508 Economics of Public Management.....	3
	ECON 510 Urban Economics: Problems and Policies .....	3
	ECON 533 Corporations and International Financial Markets .....	3
	ECON 541 Foundations of Contemporary Economic Thought .....	3
	ECON 542 Economic Fluctuations and Forecasting .....	3
	ECON 543 United States and the International Economy .....	3
	ECON 544 Government and Business .....	3
	ECON 545 Economics of Labor .....	3
	ECON 575 Independent Study in Economics .....	1 - 3
	ECON 577 Selected Topics in Economics .....	3
III.	Related Social/Behavioral Science and/or History .....	6 - 9
IV.	Electives (subject to approval of Graduate Advisor) .....	6
V.	Reading Seminar and Comprehensive Examinations .....	2
	ECON 603 Reading Seminar in Economics	
	Independent study in preparation for written comprehensive.	

Minimum: 32 semester hours



## HISTORY CONCENTRATION

*Graduate Advisor: Dr. Robert E. Cray*

		<b>Semester Hours</b>
I.	Required Courses .....	3
	HIST 501 New Interpretations in History .....	3
	or	
	HIST 502 History and the New Social Studies .....	3
II.	History Electives .....	12 - 15
	HIST 501 New Interpretations in History .....	3
	HIST 511 Seminar in American Colonial History .....	3
	HIST 512 The American Revolution, 1763-1787 .....	3
	HIST 513 Problems of the New Nation, 1789-1828 .....	3
	HIST 514 The Crisis of American Nationalism, 1828-1876 .....	3
	HIST 515 Culture and Consciousness: Women in Nineteenth Century America .....	3
	HIST 517 Age of Franklin D. Roosevelt .....	3
	HIST 518 Urban History: National Trends in N.J. Cities .....	3
	HIST 519 America Since 1945 .....	3
	HIST 520 United States Far Eastern Relations .....	3
	HIST 521 Civil War and Revolution in Chinese History .....	3
	HIST 522 Revolutionary Russia, 1905-1921 .....	3
	HIST 523 History of Soviet Diplomacy .....	3
	HIST 525 History of American Labor, 1870-1970 .....	3
	HIST 526 The Industrialization of America, 1865-1900 .....	3
	HIST 527 Industrialization of Europe .....	3
	HIST 529 Europe of the Dictators, 1919-1939 .....	3
	HIST 532 Modernization in Japanese Cultural History .....	3
	HIST 533 French Revolution and Napoleon .....	3
	HIST 534 France of the Republics .....	3
	HIST 537 Nineteenth Century European Intellectual History .....	3
	HIST 540 Europe as a World Civilization .....	3
	HIST 541 Asian Civilization-Comparative Cultural History .....	3
III.	Related Social/Behavioral Science Electives .....	6 - 9
IV.	Free Electives .....	6
V.	Reading Seminar and Comprehensive Examination .....	2
	HIST 603 Reading Seminar in History	
	Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600 Thesis (4 semester hours) in lieu of the comprehensive examination.	
	Minimum: 32 semester hours	

# SOCIAL SCIENCES

## Anthropology Course Descriptions

	Semester Hours
<b>ANTH 510 ETHNOLOGY</b>	<b>3</b>
A graduate introduction to anthropological field research, human evolution, cultural variation, and anthropological approaches to modern world problems.	
<b>ANTH 520 ANTHROPOLOGY AND INTERNATIONAL COMMUNICATION</b>	<b>3</b>
This course provides students with the knowledge of how to apply anthropological concepts to the practical world of international business, diplomacy and service. It focuses on the integration of verbal and nonverbal communication, as well as on cultural and personal values in the context of differences (rather than similarities) between members of different countries/cultures. Emphasis is placed on educating students on how to interact and communicate in new cultural and/or international settings.	
<b>ANTH 530 DEVELOPMENT ANTHROPOLOGY</b>	<b>3</b>
A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.	
<b>ANTH 538 ETHNOPSYCHOLOGY</b>	<b>3</b>
This is an interdisciplinary course on convergences of theoretical and methodological concepts from anthropology and psychology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with PSYC 538.	
<i>Prerequisite: Undergraduate work in psychology or anthropology.</i>	
<b>ANTH 540 ANTHROPOLOGY OF CITIES</b>	<b>3</b>
This course constitutes an examination of urbanism and the process of urbanization from a cross-cultural, comparative perspective. The course is designed to expose the student to the major conceptual models of urban communities, cities, nation states and the world system. We will study the works of scholars who have engaged in debates about these complex sociocultural formations.	
<b>ANTH 547 WOMAN: CROSS-CULTURAL PERSPECTIVE</b>	<b>3</b>
Physiological and psychological aspects of women studied cross-culturally, and their implications for contemporary society. Morphological and psychological development from conception to death in various cultures; inferences about the roles of women in American society.	
<b>ANTH 550 CULTURE CHANGE</b>	<b>3</b>
Emphasis on the dynamics of cultural change and continuity. Factors and conditions which stimulate and retard culture change are reviewed. Particular attention is given to how the cultural, economic, political, and social interests of major international powers produce change and conflict throughout the developing world.	

- ANTH 560 APPLIED MEDICAL ANTHROPOLOGY 3**  
 This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.  
*Prerequisite: ANTH 440 or instructor's permission.*
- ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3**  
 Under faculty guidance, the student works independently throughout the academic year on a delimited problem in anthropology. Course includes presentation of proposal, execution and write-up of research, and oral defense of findings.  
*Prerequisites: Permission of the graduate advisor and instructor.*
- ANTH 603 READING SEMINAR IN ANTHROPOLOGY 2**  
 Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination.

### **Economics Course Descriptions**

- ECON 501 ECONOMIC ANALYSIS 3**  
 The resource allocation and distribution of income implications of a market-oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand and the theoretical cost structure of firms.
- ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3**  
 This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.  
*Prerequisite: ECON 501.*
- ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**  
 A survey of major economic problems of the Third World, examination of the economic structure of developing countries and of general theories of economic development, critical evaluation of various policy alternatives for their development, analysis of possible economic relationships between First and Second Worlds with the Third World.  
*Prerequisite: ECON 501.*
- ECON 505 AGGREGATE ECONOMICS 3**  
 This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models, the course examines current research and reviews the economy's recent macroeconomic performance.  
*Prerequisite: ECON 501.*



**ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision making processes of government and alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

*Prerequisite: ECON 501.*

**ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

*Prerequisite: ECON 501.*

**ECON 521 APPLIED ECONOMETRICS 3**

This course is aimed at applied research using econometric techniques. This course will provide the necessary theoretical and practical aspects of econometrics. In addition, students will be required to complete a working paper as a demonstration of their ability to gather data, choose and apply an appropriate econometrics model and finally prepare their findings.

*Prerequisites: ECON 203 and 420 or instructor's permission.*

**ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them.

*Prerequisite: ECON 501.*

**ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; and the uses and limitations of economic theory.

*Prerequisite: ECON 501.*

**ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod-Domar model and other modern theories of growth.

*Prerequisite: ECON 505.*

**ECON 543 UNITED STATES AND THE INTERNATIONAL ECONOMY 3**

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

*Prerequisite: ECON 505.*

**ECON 544 GOVERNMENT AND BUSINESS 3**

The evolution of government influences on the functioning of the American economy; the causes and consequences of government regulation and control, and the importance of economic analysis in the foundation of public policies.

*Prerequisite: ECON 501.*



**ECON 545 ECONOMICS OF LABOR 3**

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits, and industrial peace.

*Prerequisite: ECON 501.*

**ECON 550 TECHNICAL CHANGE AND INTERNATIONAL COMPETITION 3**

This course will discuss the theory of productivity and technical change in the context of the declining performance of U.S. manufacturing. It will focus attention on the nature of international competition and its effects on manufacturing productivity growth in the U.S. Based on the analysis, a tentative set of policy suggestions will be offered for restructuring the U.S. manufacturing sector and strengthening its competitive base.

*Prerequisites: ECON 203 and 207 or ECON 501.*

**ECON 575 INDEPENDENT STUDY IN ECONOMICS 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA director must be secured prior to enrolling in this course when taken in the MBA program. Written permission of the department chair and the instructor must be secured prior to enrolling in this course when taken in the MA program in Social Science, concentrating in Economics, or the BA/MA in Applied Economics.*

**ECON 577 SELECTED TOPICS IN ECONOMICS 3**

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**ECON 603 READING SEMINAR IN ECONOMICS 2**

Required of all Master of Arts degree in Social Science candidates concentrating in Economics, this seminar entails directed independent study in preparation for a 3-hour written comprehensive examination.

**History Course Descriptions**

**HIST 501 NEW INTERPRETATIONS IN HISTORY 3**

Designed to help students keep up to date in the fields of American, European and Non-Western history. Major trends and developments in the study of history in the light of recent representative examples of historical research and interpretation.

*Prerequisite: Open only to history candidates or students with social studies certification.*

**HIST 502 HISTORY AND NEW SOCIAL STUDIES 3**

Designed to assist teachers, administrators and supervisors in acquiring a comprehensive view of modern materials, methods and curricula in history and the social sciences.

*Prerequisite: Open only to students with social studies certification, or permission of the instructor.*

**HIST 511 SEMINAR IN AMERICAN COLONIAL HISTORY 3**

This course will examine the forces and conditions of the colonial period which contributed to the shaping of the characteristics of American political and economic institutions, social practices and ideas, intellectual outlooks, and attitudes.

*Prerequisite: Open only to history candidates or students with social studies certification, or permission of the instructor.*

**HIST 512 AMERICAN REVOLUTION, 1763-1787 3**

The causes and course of the American revolution from both British and American viewpoints, including analysis of economic, political, social and intellectual factors.

**HIST 513 PROBLEMS-NEW NATION, 1789-1828 3**

The growth of political institutions under the Constitution, the gaining of respect as a new country in the family of nations, the establishment of economic credit, and the rise of American nationalism.

**HIST 514 THE CRISIS OF AMERICAN NATIONALISM, 1838-1876 3**

The crisis in American nationalism from Jackson through Reconstruction as the country's constitution, party system, and social structure contended with the disruptive effects of territorial expansion, the factory system, slavery and the new immigration.

**HIST 515 CULTURE AND CONSCIOUSNESS:  
WOMEN IN NINETEENTH CENTURY AMERICA 3**

This course in the history of American women will focus on major themes in nineteenth century women's culture. It will explore the implications of industrialization and modernization for women, the construction of domestic ideology, the development of feminism, and the centrality of gender in nineteenth century life and culture. The emphasis of the course is antebellum, but will consider the implications of this legacy for post Civil War history. Readings will include contemporary scholarship as well as a selection of representative primary texts by and about nineteenth century American women.

**HIST 517 AGE OF FRANKLIN D. ROOSEVELT 3**

An opportunity to study that part of recent American history centering about Franklin Delano Roosevelt. While concentrating on domestic aspects of American life, attention is given also to foreign affairs and their impact on the daily lives of Americans.

*Prerequisite: Open only to history or social science candidates or students with social studies certification.*

**HIST 518 URBAN HISTORY: NATIONAL TRENDS IN  
NEW JERSEY CITIES 3**

An advanced survey of the urban dimension in American history and of urban history as a discipline. Late 19th and 20th century national trends are pinpointed within the development of Paterson, Passaic, Jersey City, Newark and their suburbs.

*Prerequisite: Open only to history or social science candidates or students with social studies certification.*

**HIST 519 AMERICA SINCE 1945 3**

This course studies the transformation of the Roosevelt coalition and its liberal policies since 1945 as they faced the challenge of the cold war abroad, and growing class and racial upheaval at home.

- HIST 520 UNITED STATES FAR EASTERN RELATIONS 3**  
 United States relations with China and Japan, 1842 to the present. The people who formulated and implemented U.S. foreign policy.
- HIST 521 CIVIL WAR AND REVOLUTION IN CHINESE HISTORY, 1911-1949 3**  
 The transformation of China from empire to Peoples Republic. Chinese concepts of revolution and the intellectual, political and social changes which preceded the formation of the Peoples Republic in 1949.
- HIST 522 REVOLUTIONARY RUSSIA, 1905-1921 3**  
 The historical forces of the 19th and 20th century Russia which led to the Bolshevik revolution of November, 1917 and to the consolidation of Soviet power by 1921.
- HIST 523 HISTORY OF SOVIET DIPLOMACY 3**  
 Changes in the ideological determinants of Soviet diplomacy contrasted with fluctuations in internal and external political and economic policies. Contributions of leading Soviet statesmen to diplomatic history.
- HIST 525 HISTORY OF AMERICAN LABOR, 1870-1970 3**  
 Study of the American worker from the period after the Civil War to the present, with concentration on social, political and economic behavior as well as the union movement.
- HIST 526 THE INDUSTRIALIZATION OF AMERICA, 1865-1900 3**  
 The causes and nature of the industrialization of the American economy after the Civil War; factors responsible for rapid economic growth; the impact of changing productive techniques on American institutions and human welfare.  
*Prerequisite: Open only to history or social science candidates or students with social studies certification.*
- HIST 527 INDUSTRIALIZATION OF EUROPE 3**  
 European economic development with major attention to the period since about 1750. Comparing economic growth during the 19th and 20th centuries in Britain, France, Germany, Italy and Russia.
- HIST 529 EUROPE OF THE DICTATORS, 1919-1939 3**  
 The political, social, economic and intellectual developments in the major states of Western Europe during the interwar period, with emphasis on varieties of Fascism.
- HIST 532 MODERNIZATION IN JAPANESE CULTURAL HISTORY 3**  
 Modernization in East Asia with focus on Japan. Japanese experience in adjusting new world forces of the 19th and 20th centuries considered against the background of her traditional values and institutions. Comparisons with China and Korea.
- HIST 533 FRENCH REVOLUTION AND NAPOLEON 3**  
 The background of the French Revolution, its changing course and cast of characters during 1789-99, and the advent to power and imperial regime of Napoleon, 1799-1814.
- HIST 534 FRANCE OF THE REPUBLICS 3**  
 The development of modern France since 1870; political, economic and intellectual conditions and trends through the Third, Fourth and Fifth Republics.

**HIST 537 NINETEENTH CENTURY EUROPEAN INTELLECTUAL HISTORY 3**

Romantic, utilitarian, conservative, liberal and early existential streams of thought in 19th century Europe. The impact of these intellectual movements on European society.

*Prerequisite: Open only to History or Social Science candidates or students with social studies certification.*

**HIST 541 ASIAN CIVILIZATION - COMPARATIVE CULTURAL HISTORY 3**

Course compares and contrasts central value systems, kinship institutions, social stratification and the exercise of political power in traditional India, China and Japan. These topics are related to differing patterns of nationalism in the 19th and 20th centuries.

**HIST 603 READING SEMINAR IN HISTORY 2**

Required for all master's degree candidates concentrating in History, this seminar entails directed independent study in preparation for a three-hour written comprehensive examination in the area of concentration. Candidates should register to take the seminar in the semester preceding the examination date. Take the seminar in the fall if the examination is the following March; take the seminar in the spring if the examination is the following October.



# SOCIOLOGY

*Chairperson: Dr. Candace Clark*

*Graduate Advisor: Dr. Janet Ruane*

## MASTER OF ARTS IN APPLIED SOCIOLOGY

The Master of Arts in Applied Sociology is designed to prepare masters candidates for nonacademic careers in the areas of policy development and research. Graduates may work in the public or private sectors in such fields as family planning, AIDS, homelessness, education, medical sociology, divorce law, and the like. The program will also prepare students for doctoral training in Applied Sociology or related fields such as public health, criminal justice, gerontology, and demography.

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. Because the required course in Computer Applications in Applied Sociology carries a prerequisite of at least one undergraduate course in statistics, students without this background may be required to complete a statistics course, not for graduate credit. For candidates with weak undergraduate preparation in the field of concentration, other prerequisite courses, not for graduate credit, may be required.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED SOCIOLOGY

I.	Required Courses .....	21
	SOCI 500 Introduction to Applied Sociology .....	3
	SOCI 556 Computer Applications in Sociology .....	3
	SOCI 560 Sociological Theory .....	3
	SOCI 564 Social Planning and Social Policy .....	3
	SOCI 568 Social Research Methods I .....	3
	SOCI 595- An Internship in Applied Sociology .....	3
	598	
	SOCI 571 Seminar in Applied Sociological Inquiry .....	3
II.	Sociology Electives .....	9-12
	SOCI 559 Sociology of Deviance .....	3
	SOCI 562 Social Change .....	3
	SOCI 563 Self and Society .....	3
	SOCI 565 Sociology of Youth .....	3
	SOCI 566 The Metropolitan Community .....	3
	SOCI 567 Power and Social Stratification .....	3
	SOCI 569 Social Research Methods II .....	3

SOCI	570	Independent Projects .....	3
SOCI	572	Selected Problems in Sociology .....	3
SOCI	574	Sociology of Ethnic Relations .....	3
SOCI	576	The Family as an Institution .....	3
SOCI	577	Sociology of Poverty in the U.S. ....	3
SOCI	578	Community Resources and Aging .....	3
SOCI	579	Community Resources and Youth .....	3
SOCI	581	Sociological Perspectives on Health and Medicine .....	3
SOCI	582	The Sociology of Health Care Systems .....	3
SOCI	584	The Sociology of the Criminal Justice System .....	3
SOCI	585	The Sociology of Police .....	3
SOCI	587	The Sociology of Juvenile Delinquency .....	3
SOCI	588	Aging Individual in an Aging Society .....	3
SOCI	589	Social Epidemiology .....	3
SOCI	590	Sociology of the Life Course .....	3
SOCI	591	The Sociology of Unequal Development .....	3
III.		Related Electives (outside Sociology) .....	3-6
		(Selected with approval of graduate advisor)	

Minimum: 36 semester hours

### Comprehensive Project

A Master's Project, centered on an internship placement, is also required. Each student will choose a field placement in which to work as an applied-sociologist-in-training. During the internship, the student will begin the required Master's Project, an analysis of some aspect or aspects of the field setting. Students will continue work on their Master's Projects in the Seminar in Applied Sociology, where they will receive input and advice from other students and from faculty members.

## SOCIOLOGY

### Course Descriptions

		Semester Hours
<b>SOCI</b>	<b>500 INTRODUCTION TO APPLIED SOCIOLOGY</b>	<b>3</b>
This course will examine the ways in which sociology is applied in various non-academic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.		
<b>SOCI</b>	<b>556 COMPUTER APPLICATIONS IN SOCIOLOGY</b>	<b>3</b>
One of the primary uses of computers in sociology is to summarize, describe and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.		
<i>Prerequisite: An undergraduate course in statistics.</i>		

**SOCI 559 SOCIOLOGY OF DEVIANCE 3**

The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).

**SOCI 560 SOCIOLOGICAL THEORY 3**

The practical and philosophical methods of the major sociological theorists are investigated and evaluated.

**SOCI 563 SELF AND SOCIETY 3**

The relationships between the human individual and his/her social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.

**SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3**

The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.

**SOCI 566 THE METROPOLITAN COMMUNITY 3**

The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.

**SOCI 567 POWER AND SOCIAL STRATIFICATION 3**

This course will analyze the role of class, status and power in industrial society, and consider the relationship between issues of social stratification and social environment.

**SOCI 568 SOCIAL RESEARCH METHODS I 3**

This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.

**SOCI 569 SOCIAL RESEARCH METHODS II 3**

Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.

**SOCI 570 INDEPENDENT PROJECTS 3**

Student investigates a topic of sociological relevance under the guidance of a faculty member.

*Prerequisite: Permission of instructor.*



**SOCI 571 SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY 3**

Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.

*Prerequisite: Permission of instructor.*

**SOCI 572 SELECTED PROBLEMS IN SOCIOLOGY 3**

The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem. Formed at the initiative of a department member or in response to student's interest with consent of the instructor.

**SOCI 574 SOCIOLOGY OF ETHNIC RELATIONSHIPS 3**

This course will analyze relationships among ethnic groups, and evaluate the causes, consequences and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.

**SOCI 576 THE FAMILY AS AN INSTITUTION 3**

This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce and remarriage).

**SOCI 577 SOCIOLOGY OF POVERTY IN THE UNITED STATES 3**

This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.

**SOCI 581 SOCIOLOGICAL PERSPECTIVES ON  
HEALTH AND MEDICINE 3**

This course will introduce the student to the interesting and complex relationships that exist between society, health and health care. Class lecture discussions will focus on the connections between social structure, the quality of the physical and social environment and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease and on the construction of medical knowledge.

**SOCI 584 THE SOCIOLOGY OF THE CRIMINAL  
JUSTICE SYSTEM 3**

This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed and treated, and offers a view of the system from both occupational and experiential perspectives.



**SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3**

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender, and the juvenile justice system, with an emphasis on treatment programs and facilities.

**SOCI 588 AGING INDIVIDUAL IN AN AGING SOCIETY 3**

This course examines the social causes of the "elder boom" as well as its consequences for family, education, the economy, politics and religion.

**SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3**

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

**SOCI 591 THE SOCIOLOGY OF UNEQUAL DEVELOPMENT 3**

This course will provide an analysis of the major sociological approaches to understanding the relations between societies at different levels of economic development, and the consequences of these relationships. Relationships between social institutions in the first and third worlds will be examined. Alternative strategies for dealing with poverty in the third world will be examined. Alternative strategies for dealing with poverty in the third world will be discussed.

**SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: CRIME AND JUSTICE 3**

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

**SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: AGING 3**

Student will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

**SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: HEALTH AND ILLNESS 3**

Student will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

## SOCIAL RESEARCH AND POLICY

Student will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement before the course begins.

*Prerequisite: Permission of instructor.*

# SPANISH

*Chairperson: Dr. Ana Rambaldo*

*Graduate Advisor: Dr. Vincenzo Bollettino*

The MA program in Spanish offers students a wide array of courses in Spanish and Spanish American literature as well as in advanced studies of the Spanish language and literary theory. The program prepares students for careers in research and teaching and provides a cultural and linguistic base from which students can explore career options in interpreting, translating, diplomatic service, editorial work, social services, commerce and business. The Master of Arts degree also opens opportunities for students to pursue doctoral programs at major institutions.

## ADMISSION REQUIREMENTS

The Master of Arts program in Spanish is open to students who hold a bachelor's degree with an undergraduate major in Spanish or who have completed 24 semester hours of Spanish on the undergraduate level or the equivalent. Students must take the Graduate Record Examination aptitude test prior to acceptance into the program.

Students who hold a bachelor's degree or its equivalent may enroll in graduate courses without obligation to follow a master's degree program, if they have 24 semester hours or the equivalent in Spanish.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPANISH

- |      |   |    |
|------|---|----|
| I.   | Required Course .....   | 3  |
|      | Either  |    |
|      | SPAN 504 Introduction to Literary Theory  |    |
|      | or  |    |
|      | SPAN 505 History of the Spanish Language  |    |
| II.  | Peninsular Area .....   | 12 |
|      | One course from each of 4 designated areas  |    |
| III. | Spanish American Area .....   | 12 |
|      | One course from each of 4 designated areas  |    |
| IV.  | Electives .....   | 9  |
|      | A minimum of three additional courses from the departmental offerings.  |    |
| V.   | Comprehensive Examination or Thesis   |    |
|      | The candidate for the MA degree will apply to the graduate advisor for the comprehensive examination one semester prior to the desired examination date. If option is to write a thesis, student will take SPAN 603 <i>Research Seminar and Thesis Writing</i> as one of the elective courses and follow the steps outlined in <i>Procedures and Guidelines for the Preparation of Theses at Montclair State University</i> . |    |

Minimum: 36 semester hours

For further details see the graduate advisor.

# SPANISH

## Course Descriptions

**Semester  
Hours**

**SPAN 501 ADVANCED STUDIES IN THE SPANISH LANGUAGE 3**

The course provides students with the tools of stylistic analysis in order to enhance their appreciation of literary texts and to improve their own writing skills. It will acquaint the students with the principles of contrastive analysis to give them greater control over the structures of Spanish.

**SPAN 504 INTRODUCTION TO LITERARY THEORY 3**

An overview and analysis of major approaches to contemporary literary criticism. Theoretical texts representative of the different schools of criticism will be examined in order to define and understand the uniqueness of each methodology. Short works of fiction will be integrated with the theoretical texts to enable students to apply theory to practice and to engage in various readings of the same literary work.

**SPAN 505 HISTORY OF SPANISH LANGUAGE 3**

The Spanish language from its origins to the present. Phonological, structural and lexical evolution from vulgar Latin, following the process of transformation from its first documentary appearance.

**SPAN 516 MEDIEVAL SPANISH LITERATURE TO 15TH CENTURY 3**

The outstanding prose and poetry of Spain from the 11th century to the 15th century, with emphasis on the unique three-cultured society of the period.

**SPAN 522 THEATER OF THE GOLDEN AGE 3**

Structural and thematic study of the *Comedia* through readings and discussions of representative plays of the period including Lope, Tirso, Calderón, Alarcón and Moreto.

**SPAN 523 PROSE AND POETRY OF THE GOLDEN AGE 3**

Critical readings of the picaresque and pastoral novels, the humanistic writing of Luis Vives, Alfonso and Juan Valdés, and Gracián. Textual analysis of the poetry of the Renaissance and Baroque from Garcilaso to Quevedo.

**SPAN 524 CERVANTES 3**

The prose writings and drama of Cervantes focusing on his unique artistic achievement. Readings of *El Quijote*, *Novelas ejemplares*, *Persiles y Segismunda* and selected comedias and entremeses.

**SPAN 525 ENLIGHTENMENT AND ROMANTICISM 3**

The erudition of the Enlightenment as symbolized by Feijóo, Jovellanos; neoclassicism; the romantic movement exemplified by Larra, el Duque de Rivas, Espronceda, García Gutiérrez, Zorrilla, Alarcón, Costumbrismo.

**SPAN 526 REALISM IN SPAIN 3**

An examination of the development of the realistic novel in Spain in the 19th century as seen through the works of such authors as Fernán Caballero, Valera, Pardo Bazán, Clarín and the master novelist of the period, Pérez Galdós.



**SPAN 527 THE GENERATION OF 98 3**

An examination of major works of the generation of writers whose intellectual development coincides with the defeat of Spain in the Spanish-American War of 1898. Attitudes toward Spanish reality, culture, philosophy and art will be explored in the writings of Unamuno, Valle Inclán, Baroja, Azorín, Machado and others.

**SPAN 528 SPANISH FICTION AND FILM 3**

A critical analysis of works of Spanish literature of the 19th and 20th centuries and of films that are either based on the texts or reflect Galdos, Lorea, Rodoreda, Tusquets, Bunuel, Saura and Almodovar.

**SPAN 530 SPANISH CULTURAL HISTORY 3**

A study of the formation and the nature of Spanish civilization through an investigation of the political, social and cultural trends and influences on the Iberian Peninsula from prehistoric times to the present.

**SPAN 533 CONTEMPORARY SPANISH THEATER 3**

Analysis of representative plays from Benavente to Sastre. Critical study of the evolution of theater in light of style, technique and thought of these playwrights.

**SPAN 534 SPANISH PROSE OF 20TH CENTURY 3**

An analysis of the novels of contemporary Spanish writers whose novels appeared following the Spanish Civil War in 1939. The development of the contemporary novel from social realism and objectivism to experimental techniques and subjectivism will be examined through the works of such authors as Cela, Delibes, Marsé, Martín Santos, Goytisolo, Martín Gaité, Matute, Moix and others.

**SPAN 535 CONTEMPORARY SPANISH POETRY 3**

Unamuno, Machado, Jiménez and poetry of the Generation of 27. Selective readings of younger poets of today. Emphasis on textual analysis.

**SPAN 540 COLONIAL SPANISH AMERICAN LITERATURE 3**

Study of pre-Columbian literature, followed by analysis of the chronicles of discovery and exploration and major works of colonial poetry, prose and theater.

**SPAN 541 SPANISH AMERICAN LITERATURE OF THE 19TH CENTURY 3**

Critical evaluation of prose and poetry from neoclassicism to naturalism and realism. Special emphasis will be given to the development of specific genres such as "literatura gauchesca" and the essay.

**SPAN 542 SPANISH AMERICAN NOVEL OF THE 20TH CENTURY 3**

Study of the aesthetic novels of Modernismo; novels of the Mexican Revolution; the psychological novel; and the novel of the land and of social reform.

**SPAN 543 SPANISH AMERICAN THEATER OF THE 20TH CENTURY 3**

New trends in the Spanish American theater: the theater of the absurd, the theater of cruelty and the theater of fantasy. Critical analysis of representative works of these genres.

**SPAN 546 MODERNISMO IN SPANISH AMERICA 3**

Critical evaluation of the "Modernista" movement in Spanish American poetry and prose. Genesis, techniques, characteristics and principal writers of the movement.

- SPAN 548 CONTEMPORARY SPANISH AMERICAN NOVEL 3**  
 A critical examination of representative examples of the Spanish America novel from the "boom" to the "post-boom."  
*Prerequisite: SPAN 542.*
- SPAN 549 CONTEMPORARY SPANISH AMERICAN SHORT STORY 3**  
 The contemporary short story from the end of the modernista period to the present time. Critical evaluation and analysis of representative works.
- SPAN 551 CONTEMPORARY SPANISH AMERICAN POETRY 3**  
 Individual works of poetry as autonomous linguistic and artistic creations and as part of a general renaissance in culture. Post-modernism, vanguardism and post-vanguardism.
- SPAN 560 TOPICS IN SPANISH AND SPANISH AMERICAN LITERATURE 3**  
 Selected specialized topics, either of a period, genre, or particular author, in Spanish or Spanish American literature. Topic will change with each offering. Majors only.
- SPAN 603 RESEARCH SEMINAR AND THESIS WRITING 3**  
 Course provides the opportunity for students to write a thesis that may be substituted for the Comprehensive Examination. This course will be available on a year-long basis, with an Incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must complete course work before beginning thesis. The M.S.U. Thesis Guidelines will govern all stages of the project.

# SPEECH AND THEATRE

*Chairperson: Dr. Suzanne Trauth, Theatre and Dance Department*

*Chairperson: Dr. Anne Jenkins, Speech Communication Department*

*Graduate Advisors: Dr. Wayne Bond, Communication Arts*

*Dr. Jane Peterson, Theatre*

The Master of Arts degree in Speech and Theatre is designed to enhance the development of already existing skills in speech communication, broadcasting, or theatre. The program is structured to emphasize both the theoretical and practical approaches in communication and theatre, and to allow for original research and creative projects. Special attention is paid to the literature and history of each area of concentration, and to the respective academic and professional skills necessary to become a practitioner of the selected discipline. The course sequence and content are designed to strengthen research, performance, production, and to prepare those who wish to pursue a profession in media and arts related areas. The Master of Arts degree is also ideally suited for those who plan to continue in a program of doctoral studies. Concentrations are available in Communication Arts or Theatre.

## ADMISSION REQUIREMENTS

Students wishing to matriculate as Speech and Theatre majors must have completed an undergraduate major or the equivalent from one of the following areas: theatre, oral interpretation, broadcasting, speech communication, or media. It is assumed that most of this work will have been in the area selected for graduate concentration. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

## REQUIREMENTS FOR THE MASTER OF ARTS IN SPEECH AND THEATRE

### CONCENTRATION IN COMMUNICATION ARTS

The candidate must complete all five parts of the requirements for the degree as detailed below.

			Semester Hours
I.	Core Courses .....		6
	SPCM 501 Survey of Research Methods .....		3
	SPCM 534 Graduate Readings in Speech and Theatre .....		3
II.	Required Courses within the concentration .....		15
	BDCS 510 Television Production I .....		3
	BDCS 582 Techniques of Broadcast Communication .....		3
	SPCM 526 Theories of Human Communication .....		3

	BDCS 511	Television Production II .....	3
	or		
	SPCM 536	Seminar in Persuasion .....	3
	BDCS 599	Independent Study .....	3
	or		
	SPCM 599	Independent Study .....	3
III.	Elective Courses within the department .....		6
	In consultation with the graduate advisor, the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:		
	BDCS 580	Internship: Communication Arts .....	3 - 7
	BDCS 581	The Broadcast Media and Mass Culture .....	3
	BDCS 585	Proseminar in Broadcasting .....	3
	SPCM 560	Internship: Communication Arts .....	3 - 7
	SPCM 565	Advanced Oral Interpretation .....	3
	or		
	SPCM 600	Thesis .....	6
IV.	Non-Departmental Electives .....		6
	Courses to be selected in allied fields outside the department.		
			Total semester hours: 33
V.	Comprehensive Examination		
	It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.		

## CONCENTRATION IN THEATRE

The Candidate must complete all five parts of the requirements for the degree as detailed below:

		Semester Hours
I.	Core Courses .....	6
	SPCM 501 Survey of Research Methods .....	3
	SPCM 534 Graduate Readings in Speech and Theatre .....	3
II.	Required Courses within the concentration .....	15
	THTR 511 Tragic Elements in Drama .....	3
	THTR 512 Comic Elements in Drama .....	3
	THTR 513 Modern and Contemporary Theatre History .....	3
	*THTR 525 Advanced Acting Workshop .....	3
	THTR 599 Independent Study .....	3
	or	
	THTR 507 Seminar in Dramatic Production .....	3
III.	Elective Courses within the department .....	6
	In consultation with the graduate advisor the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:	
	THTR 504 Contemporary Theatre .....	3
	THTR 508 Internship: Theatrical Practice .....	3



THTR 514	Non-Western Drama and Theatre .....	3
THTR 517	Theatre Criticism .....	3
THTR 535	Advanced Directing Workshop .....	3
THTR 545	Scenic Design I: The Legitimate Theatre .....	3
THTR 546	Scenic Design II: The Performing Arts .....	3
THTR 554	Stage Lighting Design .....	3
THTR 575	Seminar in Costume Design and Construction .....	3
THTR 580	Theatre Management .....	3
SPCM 565	Advanced Oral Interpretation .....	3
or		
SPCM 600	Thesis .....	6
IV.	Non-Departmental Electives .....	6
Courses to be selected in allied fields outside the department		
		Total semester hours: 33
V.	Comprehensive Examination	
It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.		
*A technical course may be substituted by those interested in technical theatre.		

## BROADCASTING DEPARTMENT

*The department of Broadcasting does not currently offer a graduate degree in Broadcasting. The courses listed below are currently required or elective courses for other degree programs. Please see the M.A. program in Speech and Theatre.*

### Course Descriptions

	Semester Hours
<b>BDCS 500 INDEPENDENT STUDY—SPEECH AND THEATRE</b>	<b>1 - 3</b>
The undertaking of course work in one of the regularly listed catalog courses in the department in a depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Written permission must be obtained from the graduate advisor for the department prior to registration. Independent study may be elected more than once during the graduate program.	
<b>BDCS 510 TELEVISION PRODUCTION I</b>	<b>3</b>
Insight and experience in the production of in-studio programs for television. Attention on commercial production, news, interviews, demonstrations, lighting and graphics. <i>Prerequisite: Open to majors or by instructor's permission.</i>	
<b>BDCS 511 TELEVISION PRODUCTION II</b>	<b>3</b>
Group activity in the preparation and presentation of broadcast materials including music programming, drama, interviews and educational school programming. <i>Prerequisite: Advanced and transfer students must have permission of the department.</i>	

**BDCS 580 INTERNSHIP: COMMUNICATION ARTS 3 - 7**

Off-campus practicum assignments at radio and television broadcasting facilities and other learning sites. Broad, balanced and locally supervised experience, by arrangement. *Prerequisite: Majors only. Application through the department prior to registration.*

**BDCS 581 THE BROADCAST MEDIA AND MASS CULTURE 3**

Influences and effects of the broadcast media on society; policy decisions and the influence of the broadcast media as conveyors of information and stimulus for change. Open to all graduate students.

**BDCS 582 TECHNIQUES OF BROADCAST COMMUNICATION 3**

Techniques and ethics in the production of informative, entertainment, persuasive and public relations material for mass public consumption. Open to all graduate students.

**BDCS 585 PROSEMINAR IN BROADCASTING 3**

A study of the evolution of the broadcast industry's present structure and operation, as primarily influenced by political and economic forces. The course will also discuss contemporary issues that may cause structural change in the industry.

**BDCS 599 INDEPENDENT STUDY 1 - 3**

The independent study of an area of public media that results in extended knowledge of the discipline. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Independent study may be elected more than once during the graduate program.

## **SPEECH COMMUNICATION DEPARTMENT**

### **Course Descriptions**

	<b>Semester Hours</b>
<b>SPCM 500 INDEPENDENT STUDY SPEECH-THEATRE</b>	<b>1 - 3</b>
Selected topics in the areas of theatre history, criticism, literature and design are pursued by advanced graduate students in consultation with the graduate faculty. The area for detailed investigation is selected, research and analysis is made, and the student submits a formal research paper to complete the assignment. There are weekly meetings with the instructor to provide guidance, and the student is also responsible for an annotated bibliography.	
<b>SPCM 501 SURVEY OF RESEARCH METHODS</b>	<b>3</b>
Foundations in research and research methodologies. A survey of critical, descriptive, historical, textual, qualitative methods of research in broadcasting, speech communication and theatre, to assist students in assessing and designing research. Students are required to develop a proposal for graduate level research in their area of inquiry. This course must be completed within the first two semesters of matriculation. <i>Prerequisite: Majors only.</i>	
<b>SPCM 509 SPECIAL PROBLEMS IN SPEECH AND THEATRE</b>	<b>3</b>
Individual problems in theatre, speech and mass communication. Reports, papers, panel discussion and experimentation.	

<b>SPCM 526</b>	<b>THEORIES OF HUMAN COMMUNICATION</b>	<b>3</b>
Develop knowledge of human communication behavior as it relates to intrapersonal, interpersonal, small group, and mass communication. Students develop awareness of communication behavior patterns and cultivate ability to select appropriate and effective communication behaviors for optimum results.		
<b>SPCM 534</b>	<b>GRADUATE READINGS IN SPEECH AND THEATRE</b>	<b>3</b>
Study and assessment of the major literature in the students' particular disciplines as demonstrated in research assignments and papers. This course must be completed within the first two semesters of matriculation.		
<b>SPCM 536</b>	<b>SEMINAR IN PERSUASION</b>	<b>3</b>
Critical examination of psychological, sociological and cultural dimensions of persuasive discourse.		
<b>SPCM 560</b>	<b>INTERNSHIP: COMMUNICATION ARTS</b>	<b>3 - 7</b>
Off-campus practicum assignments range from serving on campaign speaker's or public speaker's speech staff to coaching students and/or conducting forensic tournaments. Broad, balanced and locally supervised experience, by arrangement. <i>Prerequisite: Application through the department prior to registration.</i>		
<b>SPCM 565</b>	<b>ADVANCED ORAL INTERPRETATION</b>	<b>3</b>
Techniques in interpretation of poetry and prose; analysis and presentation of types of literary genres (short story, ballad, essay, narrative, sonnet, etc.) for use in classroom and special programs. Open to all graduate students.		
<b>SPCM 599</b>	<b>INDEPENDENT STUDY</b>	<b>1 - 3</b>
Individual projects in speech that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies or position papers. The nature of the course permits advanced graduate students to pursue areas of speech not covered by present offerings.		
<b>SPCM 600</b>	<b>THESIS-SPEECH AND THEATRE</b>	<b>6</b>
Individual research or creative project selected under advisement of a faculty committee. An oral exam follows the project. Student should register for the semester in which work will be completed. Written permission for registration from the graduate advisor is required.		

# THEATRE AND DANCE DEPARTMENT

## Course Descriptions

		Semester Hours
<b>THTR 504</b>	<b>CONTEMPORARY THEATRE</b>	<b>3</b>
The theory and practice in today's professional theatre: writing, acting, directing and producing problems and trends of current theatrical fare. Open to all graduate students.		



**THTR 507 THEATRICAL PRODUCTION 3**

Students pursue projects in one of the following areas: acting, directing, scenic design, lighting design, technical theatre or management. May be repeated for a maximum of six credits.

*Prerequisite: Majors only.*

**THTR 508 INTERNSHIP: THEATRICAL PRACTICE 3 - 7**

Practical experience in theatre under supervision of staff member of professional, semi-professional, or educational theatre, on- or off-campus.

*Prerequisite: Majors only. Application through the department prior to registration.*

**THTR 509 SPECIAL TOPICS IN THEATRE AND DRAMA 3**

A selected topic in the history, literature, criticism or theory of theatre and drama not included in the regular departmental offerings will be examined in depth. May be repeated for a maximum of six credits.

**THTR 511 TRAGIC ELEMENTS IN DRAMA 3**

The "evolution" of tragic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative tragic playscripts in terms of style, structure, "tragic devices," content, and performance.

**THTR 512 COMIC ELEMENTS IN DRAMA 3**

The "evolution" of comic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative comic playscripts in terms of style, structure, "comic devices", content, and performance.

**THTR 513 MODERN AND CONTEMPORARY THEATRE HISTORY 3**

Theatrical history associated with Western culture from 1890 to the present; the contemporary theatrical scene and its direct heritage. Major emphasis on British and continental developments with some attention to American theatre.

**THTR 514 NON-WESTERN DRAMA AND THEATRE 3**

Theatrical forms and dramatic literature of non-Western cultures (China, Japan, India, Southeast Asia and Africa) in historical and contemporary contexts. The influence of these forms on modern Western theatrical theory and practice (Brecht, Artaud, Brook and others) will be examined.

**THTR 517 THEATRE CRITICISM 3**

Historical review of the principles involved in theatre criticism from a literary perspective. While attention is given to selected historical periods, dramatic theorists and theatre critics, the focus of class is on contemporary critical methodologies that augment playscript interpretation and production.

**THTR 525 ADVANCED ACTING WORKSHOP 3**

A workshop of acting styles from the classical to the modern, highlighting traditional periods, including Greek, Elizabethan, Restoration, and realistic acting. The basic assignments of the course are scene study and class presentations, individual and partner work in assignments and exercises.



**THTR 535 ADVANCED DIRECTING WORKSHOP 3**

A workshop in play directing, including analysis and direction of scenes from realistic and period style plays. Final project includes a director's analysis and prompt script or the equivalent work in a term report on a particular approach to directing.

**THTR 545 SCENIC DESIGN I: THE LEGITIMATE THEATRE 3**

Scene design as related to the play, director and audience. Theatrical styles, genres, multiple, unit and simultaneous settings discussed. Includes script analysis and design work with an emphasis on visualization of design concepts, perspective sketch and modeling techniques.

*Prerequisite: Majors only or by instructor's permission.*

**THTR 546 SCENIC DESIGN II: PERFORMING ARTS 3**

Design problems inherent in musical comedy, opera and dance. Emphasis on planning, design and execution of scenery.

*Prerequisite: Open to graduate students with a background in the performing arts and instructor's permission.*

**THTR 554 STAGE LIGHTING DESIGN 3**

The theory and practice of lighting design from both pragmatic and esthetic points of view. The student will focus on the function and qualities of lighting as a design medium and its application to various styles of theatrical production. Student will develop several lighting plots and schedules.

*Prerequisite: Majors only or by instructor's permission.*

**THTR 580 THEATRE MANAGEMENT 3**

The theatre as a business enterprise: production units; box office procedures; standard contractual arrangements; unions and their regulations; subscription management. Manager as a community relations specialist; publicity; the theatre as a community resource. Open to graduate students with a background in performing arts.

**THTR 599 INDEPENDENT STUDY 1 - 3**

Individual projects in theatre that result in significant research.

# TECHNOLOGY EDUCATION

*Chairperson (Acting): Dr. Richard Wolfson*

*Graduate Advisor: Dr. Vincent Walencik*

The graduate program in Technology Education, housed in the department of Curriculum and Teaching is designed to improve the professional training of technology education teachers, to enhance their teaching proficiency through study of trends and developments in the field, to improve the organization of the technology laboratory and to provide a basis for work in administration and supervision. Emphasis is given to advanced work in technology education, as well as, related fields which broaden professional experiences and accent technology concepts.

Graduate programs of students matriculated in the department are tailored to the individual's needs through consultation with the graduate advisor. Students must meet the departmental requirements for either a thesis program (Option A) or a non-thesis program with a comprehensive examination (Option B).

Graduate students matriculated in the Master of Arts degree program who desire certification as a Supervisor of Industrial Education or as a Coordinator of Cooperative Industrial Education can arrange their programs with the graduate advisor.

## ADMISSION REQUIREMENTS

Study toward the Master of Arts degree in Technology Education presupposes the completion of an undergraduate major in the same area. Individuals who have undergraduate majors in this area, but do not wish to work toward a degree, may enroll in graduate courses in the department.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN TECHNOLOGY EDUCATION

### (OPTION A)

#### I. Required Courses:

- A. General ..... 6
  - ELRS 503 Methods of Research ..... 3
  - Education Elective ..... 3
- B. Technology Education Specialization ..... 12
  - 1. Required
    - INED 509 Facilities Planning for Technology and  
Technology Education ..... 3
    - TECH 502 Curriculum Construction in Technology ..... 3
    - TECH 607 Research and Development (Full Year) ..... 6
  - 2. Electives  
Six semester hours approved by departmental advisor to be selected from  
departmental offerings.

- II. Free Electives ..... 4  
Selected from among any 500 or 600 level course for which the student meets any  
departmental prerequisites or restrictions. Senior graduate (400 level) courses

must be approved by the graduate advisor, when the official work program is developed.

- III. Thesis ..... 4
- Each candidate for this program will select a thesis topic, thesis advisor, two thesis committee members (one must be from within the department, one may be from outside the department) and register according to department and University policy. An oral examination based on the completed thesis is part of the thesis requirement.

Minimum: 32 semester hours

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN TECHNOLOGY EDUCATION

### (OPTION B)

- I. Required Courses
- A. General ..... 6
- ELRS 503 Methods of Research ..... 3
- Education Elective ..... 3
- B. Technology Education Specialization ..... 12
1. Required:
- INED 509 Facilities Planning for Technology and  
            Technology Education ..... 3
- TECH 502 Curriculum Construction in Technology ..... 3
- TECH 607 Research and Development (Full Year) ..... 6
2. Electives:
- Twelve semester hours approved by departmental advisor to be selected from departmental offerings.
- II. Free Electives ..... 4
- Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.
- III. Comprehensive Examination
- A written comprehensive examination, scheduled twice each year during the Fall and Spring semester, is required of all candidates for the Master of Arts Degree within this program option.

Minimum: 36 semester hours

## CERTIFICATION

The department offers three forms of certification:

1. Supervisor
2. Cooperative Industrial Education Coordinator
3. Post-Baccalaureate
  - (a) initial field
  - (b) additional field

For more details, see certification section of this catalog or contact the department graduate advisor.

# TECHNOLOGY

## Course Descriptions

			Semester Hours
<b>INED</b>	<b>503</b>	<b>CONTEMPORARY PROBLEMS IN TECHNOLOGY, INDUSTRY AND INDUSTRIAL/TECHNOLOGY EDUCATION</b>	<b>3</b>
Seminar group exploration of current problems or issues in technology, industry, and industrial/technology education. The seminar follows a research, discussion, presentation format.			
<b>INED</b>	<b>509</b>	<b>FACILITIES PLANNING FOR INDUSTRIAL TECHNOLOGY AND TECHNOLOGY EDUCATION</b>	<b>3</b>
Facilities planning includes the theoretical and practical application of architectural aspects, operational aspects, floor plan layouts, equipment selection, bid preparation, purchase/lease options and two or three dimensional models.			
<b>INED</b>	<b>605</b>	<b>WORKSHOP/SEMINAR IN INDUSTRIAL TECHNOLOGY</b>	<b>3</b>
Opportunity is afforded the student to study imminent or burgeoning issues, concerns, and/or problems in industry, technology, and/or technology education.			
<b>ISCE</b>	<b>501</b>	<b>PRINCIPLES AND PHILOSOPHY OF COOPERATIVE INDUSTRIAL STUDIES</b>	<b>3</b>
Historic, cultural, social, governmental, economic and technical forces which affect development of cooperative industrial education programs.			
<b>ISCE</b>	<b>502</b>	<b>CURRICULUM CONSTRUCTION IN COOPERATIVE INDUSTRIAL STUDIES</b>	<b>3</b>
Techniques designed to meet needs of related and laboratory teaching, and school work programs; curriculum materials especially adapted to needs of part-time cooperative trade occupational programs.			
<b>TECH</b>	<b>502</b>	<b>CURRICULUM CONSTRUCTION IN TECHNOLOGY</b>	<b>3</b>
Techniques of industrial and technology education curriculum construction are studied. Special emphasis is placed on the development of courses of study and the related instructional materials.			
<b>TECH</b>	<b>503</b>	<b>CONTROL TECHNOLOGY</b>	<b>3</b>
Familiarizes students with devices that regulate/monitor technical systems. Emphasis is placed on the systems model of input, process, output, feedback. Computer interfacing is introduced.			
<b>TECH</b>	<b>505</b>	<b>SUPERVISION IN TECHNOLOGY EDUCATION</b>	<b>3</b>
Principles and practices of supervision, as related to industry, industrial/technology education, and technology are discussed and evaluated. Special attention is given to styles of supervision, supervision techniques, communications, and motivation.			



**TECH 512 INTRODUCTION TO TECHNOLOGY EDUCATION 3**

This course is designed to provide the student with the concepts, content and methodology of technology education for application in grades K-12. The systems approach (biotechnology, physical technology and information technology) will be studied. Problem solving as a methodology will be emphasized. Students will participate in actual technology learning activities.

**TECH 513 TECHNOLOGY DESIGN LAB 3**

Course emphasizes the physics concepts relevant to technical devices. Encompasses theory, practice, and application of knowledge through hands-on problem solving. Course is based on the MIT design lab concept.

*Prerequisite: TECH 503*

**TECH 606 INDEPENDENT STUDY IN TECHNOLOGY 1 - 3**

Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved industrial course or seminar related to the student's special area of interest. May be taken three times with the graduate advisor's approval, for a total of three semester hours.

*Prerequisite: ELRS 503 or instructor's permission.*

**TECH 607 RESEARCH AND DEVELOPMENT 6**

A survey of industrial research, technical reports, centers, institutes, laboratories and material standards. The undertaking of an industrial research and development problem, reflecting the graduate students' area of concentration, and the preparation of a publishable technical report. To run a full academic year from September to June.

*Prerequisite: ELRS 503.*



# OTHER PROGRAMS

## Continuing Education

*Directors: Ms. Frances Markunas  
Dr. Richard O. Taubald*

The Center for Continuing Education services the immediate and long range needs of business and industry, community organizations, governmental agencies and individual learners. The Center, a revenue-generating unit, provides quality educational programs and services for which academic credit is not usually awarded. Examples of services include training programs for employee career mobility, professional certification and recertification, instruction in English as a Second Language (ESL), courses in international trade, computer literacy, and academically gifted youth..

The Center's offices are located at 860 Valley Road and 10 Normal Avenue. The main telephone number is: (973) 655-4353.

## Special Education

The following academic courses of study at Montclair State prepare graduate students to work with individuals who are experiencing difficulty with communication, learning, or life adjustment: Early Childhood Special Education Concentration, (M.A., Communication Sciences and Disorders); Learning Disabilities Concentration, (M.A., Communication Sciences and Disorders); Learning Disabilities Teacher-Consultant, (Educational Services Certificate); Music Therapy Concentration, (M.A., Music); Reading Specialist, (Educational Services Certificate); School Psychologist (Educational Services Certificate); Speech-Language Pathology Concentration, (M.A., Communication Sciences and Disorders); Speech Language Specialist (Educational Services Certificate, must have M.A. in Speech Language Pathology); and Teacher of the Handicapped (Instructional Certificate). Consult the index to locate details about individual programs.

Students enrolled in some of these courses of study may receive part of their training on campus at the Psychoeducational Center. The Center operates an assessment component, Communication Disorders Center, the Demonstration Program, Parent/Infant Program, and Music Therapy Clinic on campus.

# Teacher Education Programs

A student with a baccalaureate degree may pursue a New Jersey teaching certificate and a fully certified teacher may obtain additional teaching field endorsements or advanced certification by attending Montclair State University.

Montclair State's Teacher Education Program has a number of distinctive features. The Center of Pedagogy oversees teacher education functions including a network of partner schools which provide real world settings for students to complete their field experiences with a programmatic emphasis on teaching for critical thinking. The Program was awarded the *Christa McAuliffe Showcase for Excellence* award by the American Association of State Colleges and Universities for its collaboration with public schools. It is a member of Dr. John Goodlad's National Network for Educational Renewal and the National Education Association's National Center for Innovation. The commitment of the faculty in the Teacher Education Program is to the enculturation of students into a political and social democracy, the moral dimensions of teaching, as well as competence and knowledge both in pedagogy and the content to be taught.

General questions about certification programs at Montclair State should be directed to Mrs. Anne Baldinger, Director, Teacher Education Admission, (973) 655-4139.

## Initial Instructional Certificates

At Montclair State University, those who hold a bachelor's or master's degree and who wish to gain their first teaching certificate are offered two graduate programs:

A. *Post-BA/MA Teacher Certification Program* - In this program, which is outlined below, students complete a sequence of professional education courses of approximately 30 semester hours, including student teaching. In addition, they must complete a teaching field component (major) of at least 30 semester hours. Students choosing a teaching field which is similar to their undergraduate majors may have already completed many of these teaching field courses.

B. *Master of Arts in Teaching (M.A.T.) Program* - Students who wish to obtain a master's degree **and** teacher certification may consider this program, which requires additional graduate level courses. By carefully planning their schedules, students in the M.A.T. program may be able to obtain certification before the completion of the master's degree. Course requirements and admission requirements for the M.A.T. program are outlined in this catalog under the Department of Curriculum and Teaching.

Upon successful completion of one of these programs, students are recommended to the New Jersey Department of Education for a teaching certificate. Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed certification programs (except the teacher of the handicapped program) must successfully complete one year of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey instructional certificate. Persons recommended by the University for certification and who have passed the appropriate Praxis II: Subject Assessment/



National Teacher Examination, will receive a "Certificate of Eligibility With Advanced Standing" which authorizes the holder to seek and accept offers of employment in New Jersey schools. The certificate is valid for the lifetime of its holder. Students interested in teaching outside of New Jersey should seek information from the appropriate state authorities.

### **Additional and Advanced Certificates**

Students already holding teaching certificates who are interested in additional endorsements or advanced certificates may also apply for admission to the Post-BA/MA Approved Teacher Certification Program. They are not eligible for the Master of Arts in Teaching (M.A.T.) program. However, other education-related master's programs are available and are described elsewhere in this catalog.

## **POST-BA/MA TEACHER CERTIFICATION PROGRAM**

Coordinator: Mrs. Anne Baldinger, Chapin Hall 103

Admission to the Post-BA/MA Teacher Certification Program is governed by a "selecting in" policy. Program candidates are considered in the context of a "Portrait of a Teacher" which incorporates desirable program outcomes, and which is included with admission materials.

### **Admission Procedures**

Admission to the Post-BA/MA Teacher Certification Program at Montclair State University is a two-step process. Candidates must file an Application for Graduate/Post-Baccalaureate Admission including all supporting materials, by **March 1** to be considered for Summer/Fall admission or by **October 1** for Spring admission. Applications are available in the Office of Graduate Studies, room 208, College Hall. Once the application folder is complete with all supporting materials, students are notified that they have been admitted to the University to take courses and that the folder has been forwarded to the Post-BA/MA Teacher Certification Program Coordinator. The coordinator completes a preliminary review of the student's credentials, to ascertain that the undergraduate cumulative grade point average, and the average in the teaching field, are at least 2.50. (In some departments the required average in the teaching field may be higher.) Students are then notified by mail about the second step in the admissions process.

For students pursuing their first teaching certificate, the second step in the admissions process requires the completion of an Application to the Teacher Education Program, which is sent to qualified students by the coordinator, and which requires an essay, references and a self-evaluation form. An applicant is also required to be interviewed by a departmental advisor in his or her teaching field (major). In some departments an additional admissions committee interview, pre-admission courses, in-person writing sample and/or portfolio review may be required. Applicants must also meet with the coordinator of the Post-BA/MA Teacher Certification Program. When the application and interviews have been completed, the departmental advisor makes a recommendation to the Coordinator, and a notification letter regarding admission to the Post-BA/MA Teacher Certification Program is sent to the student by the coordinator.

For students pursuing an additional or advanced certificate, the second step requires a meeting with the departmental advisor, at which time credentials are evaluated. The advisor makes a recommendation to the Post-BA/MA Teacher Certification Program coordinator and a notification letter is sent to the student.

**All students should note that admission to the University to take courses does not guarantee admission to the Post-BA/MA Teacher Certification Program, and that any courses taken prior to admission to the Program are taken at the student's own risk.** Students admitted to the Program receive official work programs of studies with their letters of acceptance, which outline the courses they are required to take to complete the Program.

**Course Requirements (Initial Instructional Certificates)**

A. Prerequisites:

It is expected that students in the Program will be able to demonstrate proficiency in the use of the English language. In addition, their academic backgrounds should include at least 60 semester hours of general education, distributed among the arts, humanities, mathematics, science, technology and the social sciences. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

**Semester  
Hours**

B. Social Behavioral Science Component

PSYC 101	General Psychology I: Growth and Development .....	3
PSYC 200	Educational Psychology	
OR		
PSYC 560	Advanced Educational Psychology .....	3
	Human and Intercultural Relations Elective .....	3

C. Professional Education Component

CURR 599	Curricular and Social Dynamics of Schooling .....	3
EDFD 520	Development of Educational Thought .....	3
	A course in reading .....	3
CURR 5__	Educational Elective .....	3
	A course in teaching for critical thinking .....	3
	Major Departmental Methods Course(s) .....	2 - 4 min.
CURR 500	Fieldwork in Education .....	2
("Field Experiences Application" must be filed with the Center of Pedagogy before enrolling in this course. Deadlines apply.)		

D. Teaching Field Requirements

Course requirements in teaching field (major) to be determined by departmental advisor.

E. Professional Semester

Note: To be eligible for professional (student teaching) semester, student must pass pre-student teaching retention review by Teacher Education Program. All teaching field and professional education courses must be successfully completed with a 2.50 GPA (minimum) overall, in teaching field, and in professional education courses. See Teacher Education Handbook for additional retention criteria. In addition, a timely "Field Experiences Application" must have been filed with the Center of Pedagogy. Deadlines apply.

CURR	435	Effective Teaching/Productive Learning .....	3
CURR	411	Supervised Student Teaching	
		OR	
CURR	414-5	In-Service Supervised Teaching .....	8
CURR	402	Seminar in Professional Education .....	1
		Departmental (major) Seminar (if required) .....	1

**CERTIFICATION AREAS AVAILABLE**

**INSTRUCTIONAL CERTIFICATES:**

- Art
- Biological Science
- Business Education
- Early Childhood Education (Elementary)
- Earth Science
- English
- French
- German
- Health Education
- Home Economics Education
- Industrial Arts
- Italian
- Latin
- Mathematics
- Music
- Physical Education
- Physical Science
- Psychology
- Reading (only available as additional certification)
- Social Studies
- Spanish
- Teacher of English as a Second Language
- Teacher of the Handicapped
- Vocational Technical Education

**ADMINISTRATIVE CERTIFICATES:**

- Principal
- School Business Administrator
- Supervisor
- Superintendent

## EDUCATIONAL SERVICES CERTIFICATES:

Associate Educational Media Specialist  
Coordinator: Cooperative Industrial Education  
Educational Media Specialist  
Learning Disabilities Teacher-Consultant  
Reading Specialist  
School Psychologist  
School Social Worker  
Speech Language Specialist\*  
Student Personnel Services  
Substance Awareness Coordinator  
Teacher Coordinator, Cooperative Vocational/Technical Program

*\* Must have MA in Speech Language Pathology*

## EDUCATIONAL PLACEMENT

The Center of Pedagogy offers an educational placement service. Students completing at least 12 credits at Montclair State University are eligible to register for this service. Further information can be obtained from the Center, (973) 655-4262.





# APPENDIX OF ALPHA COURSE CODES

This appendix identifies each school and department/special program at Montclair State University, the academic subject areas and the alpha codes used as a prefix to each course number. This enables the student to locate the course, its description and prerequisites.

## College of Education and Human Services

### *Counseling, Human Development and Educational Leadership*

Counseling, Human Services and Guidance	COUN
Educational Administration	ELAD

### *Curriculum and Teaching*

Curriculum and Teaching	CURR
Industrial Studies/Education	INED
Industrial Studies/Career Education	ISCE
Technology	TECH

### *Educational Foundations*

Educational Foundations	EDFD
Educational Research	ELRS

### *Health Professions, Physical Education, Recreation, and Leisure Studies*

Health Professions	HLTH
Physical Education/Major	PEMJ

### *Human Ecology*

Home Economics	HECO
Home Economics/Education	HEED
Home Economics/Family	HEFM
Home Economics/Nutrition	HENU

### *Reading and Educational Media*

Educational Media	MEDI
Reading	READ

## College of Humanities and Social Sciences

### *Anthropology*

Anthropology	ANTH
Anthropology/Practical	PRAN

### *Classics*

Classics/Latin	LATN
General Humanities	GNHU

### *Communication Sciences and Disorders*

Communication Sciences and Disorders	CS&D
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### *English*

English	ENGL
English/Literature	ENLT
English/Writing	ENWR

### *French*

French	FREN
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### *History*

History	HIST
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<i>Legal Studies</i>	
Legal Studies/Law	LSLW
Legal Studies/Paralegal	LSPR
<i>Linguistics</i>	
Applied Linguistics	APLN
<i>Psychology</i>	
Psychology	PSYC
<i>Sociology</i>	
Sociology	SOCI
<i>Spanish/Italian</i>	
Spanish	SPAN

## **College of Science and Mathematics**

<i>Biology</i>	
Biology	BIOL
<i>Chemistry and Biochemistry</i>	
Chemistry	CHEM
<i>Earth and Environmental Studies</i>	
Environmental Studies	ENVR
Geoscience	GEOS
Marine Sciences	PHMS
Urban & Geographic Studies	EUGS
<i>Environmental Education—New Jersey School of Conservation</i>	
Conservation/Field Studies	CNFS
<i>Mathematics and Computer Science</i>	
Mathematics	MATH
Computer Science	CMPT

## **School of the Arts**

<i>Broadcasting</i>	
Broadcasting	BDCS
<i>Fine Arts</i>	
Art/Ceramics	ARCE
Art/Drawing	ARDW
Art/Education	ARED
Art/Fibers	ARFI
Art/Film Making	ARFM
Art/Graphic Design	ARGD
Art/General Studies	ARGS
Art/History	ARHS
Art/Metalwork and Jewelry	ARMJ
Art/Painting	ARPA
Art/Papermaking	ARPG
Art/Photography	ARPH
Art/Printmaking	ARPM
Art/Sculpture	ARSC
Art/Studio	ARST
Art/Therapy	ARTH

### *Music*

Music/Education	MUED
Music/History	MUHS
Music/Performance	MUPR
Music/Theory/Composition	MUCP
Music/Therapy	MUTH

### *Speech Communication*

Speech Communication	SPCM
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### *Theatre and Dance*

Theatre	THTR
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## **School of Business**

### *Accounting, Law and Taxation*

Accounting	ACCT
Accounting/Master of Science	ACMS
Business Law/Master of Science	LWMS

### *Economics and Finance*

Economics	ECON
Finance	FINC

### *Information and Decision Sciences*

Information and Decision Sciences	INFO
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### *Management*

Integrating Core	INTR
Management	MGMT

### *Marketing*

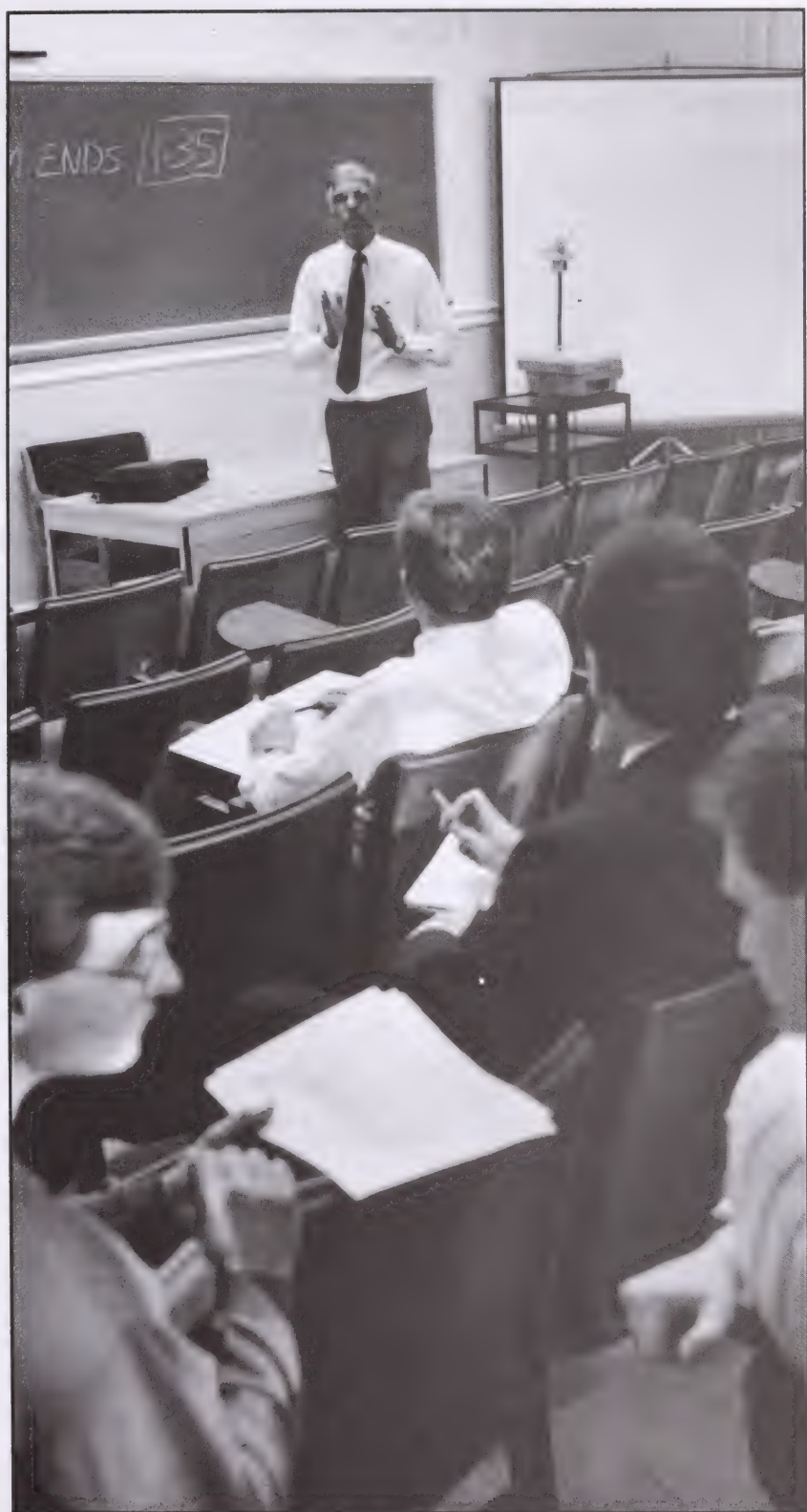
International Business	INBS
Marketing	MKTG

## **Special Programs**

### *Institute for the Advancement of Philosophy for Children*

Philosophy for Children	PHLC
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# DIRECTORY

## GRADUATE ADVISORS

## Office

## Telephone

### Master of Arts

Administration and Supervision: <i>Dr. Arlene King</i>	Chapin Hall 317	(973) 655-5175
Anthropology, Combined Bachelor and Master of Arts in Practical Anthropology: <i>Dr. Kenneth H. Brook</i>	Dickson Hall 406	4119
Applied Economics: <i>Dr. Harold Flint</i>	Dickson Hall 408	7403
Applied Linguistics: <i>Dr. Milton Seegmiller</i>	Dickson Hall 126	4286
Applied Sociology: <i>Dr. Janet Ruane</i>	Dickson Hall 316	5263
Communication Sciences and Disorders		
Early Childhood Special Education: <i>Dr. Lucille Weistuch</i>	Speech Building 102	4232
Learning Disabilities: <i>Dr. Warren Heiss</i>	Speech Building 119	4232
Speech-Language Pathology: <i>Dr. Naomi Schiff-Myers</i>	Speech Building 104	4232
Counseling, Human Services and Guidance: <i>Dr. Arlene King</i>	Chapin Hall 317	5175
Educational Psychology: <i>Dr. Luis Montesinos</i>	Dickson Hall 225	7634
English and Comparative Literature: <i>Dr. Monika Elbert</i>	Dickson Hall 321	7962
Environmental Studies:		
*Environmental Education: <i>Dr. John Kirk</i>	1 Wapalanne Road Branchville, NJ 07828	7614
*Environmental Health: <i>Dr. Harbans Singh</i>	Dickson Hall 105	7383
*Environmental Management: <i>Dr. Harbans Singh</i>	Dickson Hall 105	7383
*Environmental Science: <i>Dr. Harbans Singh</i>	Dickson Hall 105	7383
Fine Arts: <i>Dr. Dorothy Heard</i>	Calcia Fine Arts Building 119	7295
French: <i>Dr. Lois Oppenheim</i>	Dickson Hall 128	7423
Health Education: <i>Dr. Reza Shahrokh</i>	College Hall 305-C	7115
Human Ecology: <i>Dr. Karen Todd</i>	Mallory 152	7486
Information and Decision Sciences: <i>Dr. Rosemarie McCauley</i>	Partridge 344	7039
Legal Studies: <i>Dr. Barbara A. Nagle</i>	Dickson Hall 350	7292
Music:		
Music Education*: <i>Dr. Ting Ho</i>	McEachern Hall 7	7221
Music Therapy*: <i>Dr. Barbara Wheeler</i>	Gallery I Room 204B	7613
Performance*: <i>Dr. Ting Ho</i>	McEachern Hall 7	7221
Theory Composition*: <i>Dr. Ting Ho</i>	McEachern Hall 7	7221
Physical Education: <i>Dr. Ree K. Arnold</i>	Panzer 1520	7091
Psychology: <i>Dr. Luis Montesinos</i>	Dickson Hall 143	5201
Reading: <i>Dr. Joy Stone</i>	Chapin Hall 310	5183
Social Sciences:		
*Anthropology: <i>Dr. Richard W. Franke</i>	Dickson Hall 409	4119
*Economics: <i>Dr. Harold Flint</i>	Partridge Hall 410	5255
*Geography: <i>Dr. Harbans Singh</i>	Dickson Hall 103	5258
*History: <i>Dr. Robert Cray</i>	Dickson Hall 417	4121
*Sociology: <i>Dr. Janet Ruane</i>	Dickson Hall 316	5263
Spanish: <i>Dr. Joanne Engelbert</i>	Dickson Hall 365	4285
Speech and Theatre:		
Communication Arts*: <i>Dr. Wayne Bond</i>	Life Hall 55A	5214
Theatre*: <i>Dr. Jane Peterson</i>	Life Hall 229C	4109
Technology Education: <i>Dr. Vincent Walencik</i>	Finley Hall 218	4161

### Master of Arts in Teaching

Teaching: <i>Dr. Jennifer Robinson</i>	Chapin Hall 214B	4226
Teaching: <i>Dr. Catherine Becker</i>	Chapin Hall 215	7201

### Master of Business Administration

Business Administration: <i>Dr. Eileen Kaplan</i> , MBA Director	Partridge Hall 454	4306
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## **Master of Education**

Education (Curriculum and Teaching): <i>Dr. Catherine Becker</i>	Chapin Hall 215	(973) 655-7201
Education (Educational Foundations)		
*Critical Thinking: <i>Dr. Wendy Oxman</i>	Life Hall 224	5184
*Philosophy for Children: <i>Dr. Ann Margaret Sharp</i>	14 Normal Avenue	4277

## **Master of Science**

Accounting: <i>Prof. Frank Aquilino</i>	Partridge Hall 316	4174
Biology: <i>Dr. Larry Cribben</i>	Finley Hall 210	4397
Chemistry: <i>Dr. Pamela Delaney</i>	Richardson Hall 437	5140
Computer Science: <i>Dr. Helen Roberts</i>	Richardson Hall 204	7262
Geoscience: <i>Dr. Duke U. Ophori</i>	Mallory Hall 354	7558
Mathematics: <i>Dr. Helen Roberts</i>	Richardson Hall 204	7262
Statistics: <i>Dr. Helen Roberts</i>	Richardson Hall 204	7262
*Area of Concentration		

## **CERTIFICATE/ CERTIFICATION ADVISORS**

### **Post-Baccalaureate/Post-MA Teacher Certification:**

<i>Ms. Anne Baldinger</i>	Chapin Hall 103	(973) 655-4139
ADA(American Dietetics Association): <i>Dr. Kathleen Bauer</i>	Mallory 152	7155
Business Education: <i>Dr. Rosemarie McCauley</i>	Partridge 346	4269
Biology: <i>Dr. Bonnie Lustigman</i>	Mallory Hall 252E	5265
Chemistry: <i>Dr. Mark A. Whitener</i>	Richardson Hall 345	7166
Counseling/Ed. Leadership: <i>Dr. Arlene King</i>	Chapin 318	5175
Early Childhood Education: <i>Dr. Joan Bernstein</i>	Mallory Hall 116A	4172
Educational Media Specialist: <i>Prof. Robert Ruezinsky</i>	College Hall 124	7040
English: <i>Dr. Sara Jonsberg</i>	Dickson Hall 465	7326
Fine Arts: <i>Dr. Dorothy Heard</i>	Calcina 119	7295
French: <i>Dr. Lois Oppenheim</i>	Dickson Hall 128	4283
German and Russian: <i>Dr. John Moore</i>	Dickson Hall 123	4420
Health Professions: <i>Dr. Reza Shahrokh</i>	College Hall 305C	7115
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## **Directions to campus**

Montclair State University is on Valley Road and Normal Avenue, Upper Montclair, N.J. one mile south of the junction of Routes 3 and 46.

### **By Car From:**

**Bloomfield Ave., Montclair:** North on Valley Road, 3.3 miles to Normal Avenue light, turn left.

**Route 46 (East and West):** Valley Road, Montclair exit ( at Route 3 junction), south for approximately one mile to Normal Avenue light, turn right.

**Route 3:** Valley Road, Montclair exit (at Route 46 junction), south for approximately one mile to Normal Avenue light, turn right.

**Garden State Parkway North:** Exit 153B (left lane) to Route 3 West to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right.

**Garden State Parkway South:** Exit 154 to Route 46 West, to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right.

**New Jersey Turnpike:** Exit 16W to Route 3, Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right. Motorists traveling on the Turnpike South of Exit 11 may exit there to Garden State Parkway North.

**Lincoln Tunnel:** Follow to Route 3.

**George Washington Bridge:** Route 80 to Garden State Parkway South.

### **By Public Transportation\* From:**

**New York City (by train):** Take PATH Service to Hoboken, transfer to N.J. Transit Boonton Line, and get off at Montclair Heights Station at southwest corner of campus. (*Service available only on weekdays in the afternoon and evening.*)

**New York City (by bus):** DeCamp Bus No. 66 leaves from the Port Authority Bus Terminal; get off at Mt. Hebron and Valley roads, turn right (north) on Valley, and walk one block to the Normal Avenue traffic light, then turn left to campus entrance.

**Newark:** N.J. Transit Bus No. 28 originates at Macy's, Washington and Hill streets and terminates its run on campus.

**Paterson:** N.J. Transit Bus No. 705 travels from Main Street and Broadway in Paterson. Or, NJ Transit Bus No. 72 originates at Broadway Terminal, Paterson, and goes to Broad Street, Bloomfield. Change to No.28 at Bloomfield Center.

**The Oranges:** Take One Bus Co. No. 44 to Main and Day streets in Orange. Connect to N.J. Transit Bus No. 92 to Glenwood and Bloomfield avenues. Change to N.J. Transit Bus No. 28

**Passaic:** N.J. Transit Bus No. 705 originates at Main Street and Passaic Avenue in Passaic and travels through Clifton to Montclair State University.

**Wayne:** N.J. Transit Bus 705 originates at Willowbrook Mall and ends its run on campus.

\*Subject to change without notice. Information available from New Jersey Transit, 800-772-2222.



Upper Montclair, NJ  
201-655-4000



## MONTCLAIR STATE UNIVERSITY

## UPPER MONTCLAIR N.J.

TELEPHONE 201-655-4000

### BUILDINGS

Old Codes	New Codes
Academic Advising.....E	AC
Dickson Hall.....B	DI
Alumni House.....AL	AL
Blanton Hall.....LL	BL
Bohn Hall.....FF	BO
Bond House.....UU	BN
Calcia Building.....L	CA
Center for Cont. Ed.....Y	CN
Chapin Hall.....AA	CH
Clove Rd. Apartments.....RR	CL
Coder House.....CD	CD
Cogeneration Plant.....JJ	CG
College Hall.....C	CO
Drop-in Center.....R	DR
Electric Substation.....EL	EL
Facilities.....	FA

### PARKING

1.....FACULTY and STAFF	2.....FACULTY and STAFF
3.....PHYSICAL EDUCATION and ATHLETIC DEPARTMENT	4.....FACULTY and STAFF
5.....FACULTY and STAFF	6.....VISITOR
7.....FACULTY and STAFF	8.....FACULTY and STAFF
9.....FACULTY and STAFF	10.....DELIVERIES and VISITORS (METERS)
11.....FACULTY and STAFF	14.....FACULTY and STAFF
15.....DISABLED	16.....VISITOR
17.....VISITORS and OTHERS	18.....STUDENT
19.....STUDENT HOUSING STAFF	20-30.....STUDENT

### BUILDINGS

Old Codes	New Codes
Faculty Student Co-op.....YY	—
Field House.....XX	FH
Finley Hall.....F	FI
Freeman Hall.....CC	FR
Gilbreth House.....D	GI
IAPC.....VV	IN
Life Hall.....A	LI
Maintenance Bldg.....GG	MA
Mallory Hall.....V	ML
McEachern Bldg.....M	MC
Memorial Auditorium.....A	ME
Morehead Hall.....H	MO
Newman House.....	NE
Panzer Gymnasium.....P	PZ
Partridge Hall.....G	PA
Police & Security.....	PO

Old Codes	New Codes
Power Laboratory.....HH	PW
President's House.....	PR
PsychoEduc. Center.....MM	PS
Richardson Hall.....W	RI
Russ Hall.....BB	RU
Speech Building.....K	SP
Sprague Library.....S	LB
Stone Hall.....DD	ST
Student Center.....J	SC
Webster Hall.....EE	WE

### SYMBOLS

- EMERGENCY PHONE
- SHUTTLE BUS STOP
- PROPERTY LINE



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